

School Activities

The National Extra-Curricular Magazine

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As the Editor Sees It--

We agree entirely with William McAndrew that the cover illustration of *The Saturday Evening Post* for September 14, 1935 is "an ulcerous thing." It is to be regretted that a magazine of such caliber should stoop to publish such an inaccurate and derogatory "picture" of the community's most valuable servant—the teacher.

A while back we were talking with a young fellow (college freshman, of course) across whose manly chest hung a chain of four footballs and four basketballs. If he had had another one hanging from each ear he would hardly have looked more ridiculous. But we cannot see that he looked any more ridiculous than the high school or college boy who sports a similar barbaric chain of golden keys.

In education we have gone key-crazy. Originally a key stood for something. Now one can "earn," "win," or just "buy" them with a wide assortment of "achievements" varying from an honest-to-goodness honors-win to merely planking down the membership fee to some organization.

These baubles are not only issued by college and professional organizations but increasingly they are to be found in high schools. Aping, *ad absurdum*, again. Let's discourage them.

We believe in the use of a single key awarded for high attainment in the one main thing for which the high school should stand—character, all-round development, citizenship, or call it what you will. (The key of The National Honor Society, for instance, is a good example). But we cannot believe in the awarding of keys for participation in dramatics, music, athletics, or other specialized activities, nor for mere memberships in school organizations.

Mr. H. A. Arnold, Principal of East High School, Sioux City, Iowa, plans to take four members of his student council for an all-day visit of four high schools in Omaha. What an excellent

idea! A little later we shall have an article telling us about this visit.

Whether you plan to use a "vitalized commencement" idea or employ a guest speaker for your graduation or promotion exercise next spring, now is the time to begin to make the necessary arrangements.

In Miss Denning's article, "Guidance Through the Homeroom," referred to in the "Have You Read These" section, occurs this statement, "I am almost willing to say that it is better to permit a homeroom group to go entirely unguided than to lay down hard and fast rules for its guidance." To which we say, Amen. Making the homeroom merely a formal class by a more attractive name will surely hasten the disappearance of this fine educational opportunity.

It is true that many teachers have no business attempting to do homeroom guidance, in just the same way that they have no business attempting to coach dramatics, music, or football. The time will come when rare native ability and specialized training will be combined to promote competency in homeroom sponsorship. And in such a day this responsibility and opportunity will be recognized as a definite part of the teacher's regular schedule, instead of being added to it.

We are glad to welcome to our professional literature, "Basic Student Activities," by Roemer, Allen, and Yarnell. A short review of this book will be found in our BOOK SHELF.

We receive many requests from club sponsors for "initiation ceremonies." A short and dignified service may be appropriate and of value in inducting new members into a school organization, but we are exceedingly skeptical of the appropriateness or value of a secret, fraternity-aping, ceremonious "initiation."

Over-Teaching in Extra-Classroom Activities

RIVERDA H. JORDAN

Professor of Education, Cornell University, Ithaca, New York

IN THE February 18th issue of the *Journal of Education* Mr. Daniel Eginton presented an article which he entitled "The Over-taught Pupil." His thesis was that, just as many children are over-mothered, so many pupils are over-taught. His conclusion was that independence of thought and action or self-reliance on the part of pupils is still far from being a reality, despite the relatively rapid growth of the activity movement. His article suggests that the thought could be carried a little farther and extended to the field of extra-classroom as well as classroom activities.

Probably the question is one of motive and stimulus. To what extent should pupil motives be protected in extra-classroom work, and to what extent should pupils be depended upon to furnish the needed stimulus not only for initiating, but as well for continuing these activities? One must always recognize that the motive of children in attacking classroom work varies widely and, in many cases, is an artificial motive furnished by teacher or parents. Desire for good marks rather than for good performance is too frequently emphasized. The parents' offer of a dollar for every "A", the teacher's exhortation that the pupil must bring his marks up or he will fail to pass his final examinations are certainly not the best motives. In the last analysis, the pupil's motive for exerting his intellectual powers will depend very largely upon the extent to which his work appeals to him as intrinsically valuable.

In the same way one wonders just exactly what motives are to be stressed and developed, and what stimuli are to be applied which will find a response in the mind of the pupil whereby he will enter wholeheartedly into club work and into other phases of the extra-class program likely otherwise not to have the intrinsic appeals of such activities as athletics or dramatics. The club which is over-taught is likely to lack any very vital interest for the pupils since they feel that they have very little part in the actual determination of the program, in the selection of

members for the organization, or in the control of its general policy.

Naturally, we wish to avoid the evils which developed in the old laissez-faire days. Our sad experience during that period has taught us that a certain measure of teacher supervision is essential. The fear is now that in many cases this supervision has been carried too far. Just as in the best classroom work, so in the best clubs the teacher should remain in the background and make the pupils feel that, in so far as is consistent with the pupils of the school and the dictates of good taste, they may handle their own affairs. Instead of supervision the function of the teacher becomes one of unobtrusive guidance. She becomes rather more of a comrade and a consultant than of a supervisor or director. Above all, she should impress upon the pupils the idea that if their organization is to be a permanent and effective instrument for social development, the motive power must be furnished by the pupils themselves. It is true that the results of such action at first may not be finished products and that, judged by teacher standards, the goals may not be reached so quickly or so effectively. If, however, our organizations are to be real instruments for the development of those qualities which cannot be so quickly or readily developed in formal classroom work, such development should be made the goal of the organization even at the sacrifice of certain standards of performance.

It would seem wise for every club adviser to ask whether he is over-teaching his club. If so, his next step must be to throw more responsibility upon the pupils, to study carefully the point beyond which this responsibility may not be entrusted safely to them, and make his goal the training and preparation of the pupils to extend their own possibilities in this direction. If this is done, there will be no danger of any criticism that pupils are over-taught in their supposedly voluntary activities. If it is not done, we are in great danger of finding our best instrument for our pupils' self-development in character, conduct and attainment rendered useless.

Why the Eighteen-Year Age Rule in Texas

ROY BEDICHEK

Chief of Bureau of Public School Interests, Extension Division, University of Texas, Austin.

IN ORDER to think with clearness concerning the Texas Interscholastic League's new eighteen-year age limit effective September 1, 1936, it is necessary to examine eligibility rules and see just what they are for. Why have them at all? Why not consider interschool contests as many consider the general extra-curricular program and declare membership in the school the only requirement for participation?

Fretwell, McKown, Cox, and the other authorities in the field have duly and properly emphasized the ideal of the extra-curricular program, i. e., an activity for every pupil and participation by every pupil. This is right. Every pupil should be allowed, irrespective of age, scholarship, attendance, etc., to engage in some activity of an extra-curricular nature. If it is good for the normal pupil, passing through school in step with the school program, it is good for the pupil who has been delayed for one reason or another. Moreover, pupils should have choice, and the extra-curricular program should be expanded to accommodate pupils of every type. Each and every one should be offered a congenial activity.

But each activity may and should set up its own standards, and so exclusions become necessary. Besides this, no pupil should be allowed to take on an excessive number of such activities, and schools adopt various devices for limiting participation. Hence, further exclusions occur. As long as these regulations operate only within the school, the school itself should make its own rules for participation, and set up its own standards governing inclusions and exclusions. That is proper administration, for power and responsibility are thus in a proper relationship.

It is quite another matter, however, when two different schools join themselves together for any sort of co-operative effort in the promotion of a given activity, especially one of a competitive nature. Let us suppose that two neighboring schools each have a debating club. In neither of the schools should there be any exclusions in the membership of its respective clubs except those which the school

itself decides are for its best interests and are designed to strengthen its program as a whole. Age is no factor, scholarship none, attendance none, unless the school itself decides such restrictions wholesome. As a matter of common practice some schools do have such restrictions and other schools do not.

But immediately an interschool contact is established, each school becomes interested in the restrictions and regulations of the other which govern the so-called eligibility of the pupils who are put forward as representatives in the contest which is arranged. Hence, arises an agreement between the two schools on uniform regulations for pupils who are thus put forward in a representative capacity.

It is all the more necessary if the competition excites public interest, for then the prestige of the sponsor of the activity and, indeed, of the whole school management becomes involved. To gain this prestige, one school might allow pupils to neglect other school work in order to make a better showing in the contest or exhibition. This is obviously unwholesome. If the competition grew heated, one school might seek by one means or another to attract pupils having this particular talent, and so on.

The development which occurs in this simple example illustrates what occurs in all school conferences, leagues, or other organizations made for the purpose of using competitions to stimulate effort, build up school morale, and otherwise strengthen the school program.

As long as interest is mild and the organization local, stringent regulations and an efficient enforcement agency are unnecessary. Neighborly relations are maintained and neighborly good will, sportsmanship, and intelligent leadership keep the activities within due and proper bounds. But in order to increase the stimulation and induce more strenuous effort, many states have organized contests on a statewide basis, and so it becomes necessary to emphasize eligibility requirements more and more in order to insure participation by only representative students and to cure abuses which experience has shown threaten seriously other phases of school

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work. As the automobile is given greater power and speed, more efficient controls are necessary. Thus, a great body of eligibility rules has grown up, each of them directed towards strengthening the school program and making it certain that only the representative pupil may be put forward in a representative capacity.

So we hope that those school executives who have allowed the democracy of the extra-curricular ideal to carry over into the interschool contest field to the confusion of their thinking will see that the latter is but a special phase of the extra-curricular program, a minute portion of it, and that a part is not equal to the whole, and that parts of the extra-curricular program, may and must have special regulations, restrictions, exclusions, etc., not necessarily conflicting with the democratic ideal for the program as a whole—necessary, indeed, to the realization of that ideal.

Except in a very limited number of special events, every pupil simply cannot participate in interschool contests. We must fall back, therefore, on the good democratic doctrine of representation. The school must choose its representatives. It chooses, or desires to choose, the pupil who can put up the best performance, but is subject, in making the selection, to the rules of the conference or league under whose auspices the contest is scheduled. Those rules are adopted with the whole situation in mind, and are thus democratic in a very real sense, that is, the greatest good to the greatest number.

Whenever public interest in an interschool contest reaches a high and dangerous pressure point, there are two safety zones, either of which may be used to let off the steam and prevent a possible explosion: (1) lessen the competitive drive by decreasing the area covered by the championship; or (2) provide enforceable rules for the competition to insure its functioning strictly as a school activity in support of the general school program.

Taking league football as an example, if the championships were reduced in area, the temperature would be lowered perceptibly, easing up the problem of control. Long and expensive trips, undue consumption of school time, disproportionate share of executive attention, the principal-coach fueds, competitive recruiting and other evils are reduced. Most of the other, especially the larger, states in the union have chosen to abandon the state championship in football as too hard to con-

trol and as exciting too violent a partisanship and as lending itself to crasser forms of commercialism, thus interfering too much with the school program.

On the other hand, many of the values of a really high powered sport are lost with the relaxed tension. If the sport can be kept strictly a schoolboy affair, and scholastic ideals in a measure maintained, we should not abandon the strong motivation which the present system of championships furnishes.

For many years abuses have been met by new rules, and each new rule has encountered more or less violent opposition and eventual circumvention. Moving football players of exceptional ability from one community to another was checked by the transfer rule. Then it became the fashion to move parents of players, since eligibility was based on residence of the parents. The "one year transfer" rule was adopted to meet this situation, making such recruiting rather expensive. Delaying graduation for the purpose of further participation became a quite general abuse, interfering with the school program, and to cure this the eight semester rule was adopted, also over the quite strenuous opposition of those who, we believe, misconceive the main purpose of interschool contests.

Then it occurred to the more thoughtful, that nine-tenths of all this legislation was made necessary on account of the drive to secure pupils who were above high school age. In a sport in which brawn and physical maturity count for so much, the competition for the services of men eighteen to twenty years has reached alarming proportions. Thirty, 40 and even 50 per cent of some school squads are composed of individuals eighteen or over. Such squads, of course, have an insuperable advantage over a squad made up of boys. Mature football players are gotten by retarding the normal progress of the pupil through school. This can be done no longer by the simple method of failing in a few subjects. The eight semester rule takes care of this. Hence, to circumvent the eight semester rule, youngsters are persuaded to drop out of school for a couple or three years, and return to high school, no longer boys but men. An intelligent parent afflicted with "footballitis" told me the other day he was holding his boy out of school until he was eight years old so that he would have some chance to "make the team" during his high school years.

Is it not obvious that a school activity which thus works at cross purposes with the

school program as laid down by the State Department of Education cannot long endure? It must be brought into conformity with that program or done away with entirely. The eighteen year rule will insure players of high school age, and age is the most significant factor in determining whether or not a given individual may be considered a bona fide high school pupil.

If the school program now in effect is too difficult for pupils to finish in the prescribed time, i e., by the time they are eighteen years of age, then let us change the program. Every principle of correct administration decrees that no one activity of the school should be allowed to operate at cross purposes with the program as a whole. On the other hand, every activity, under proper administration, is made to coincide with and strengthen that program.

If all schools used the retardation device to secure a man sized football team, if all schools were dragging in men nineteen and twenty years of age with no previous high school attendance and no high school credits and were putting them forward as representative pupils, it would at least be as fair for one as for another. Our sense of sportsmanship would not be offended. But such is not the case. Apparently only about 10 per cent of the schools yield to public pressure in this matter. About 90 per cent adhere to sound educational practice and neither recruit men for their teams nor retard pupils so that they may get their physical growth while still eligible for participation. So some schools have teams of men eighteen, nineteen and twenty years of age competing against other teams of boys fifteen, sixteen and seventeen. By no measure or standard is this fair. It is not sportsmanlike. It is vicious in that it rewards the chiseler and penalizes sound educational practice.

Thoughtless persons often rebuke us by asking why we don't kick schools which retard pupils out of the league. If we had a rule against retardation it would be a dead letter because no enforcement agency can go into the personal history of individuals and determine why they drop out of school. Rules, to be effective, must be enforceable, and that is why the age rule is causing so much excitement. An age rule can be enforced.

I am familiar with the "discrimination" argument. We are told the rule will discriminate against eighteen to twenty year old pu-

pils. But how about the "discrimination" of the present twenty year age rule? It discriminates against the normal high school pupil by placing him in competition against pupils, two, three, four or five years his senior. If we are to have interschool competitions at all, a few are chosen to be put forth in a representative capacity. From which group shall we select these "representative" students, from those of normal high school age or from those who for one reason or another are lingering in school after passing the average graduation age? Is it not clear that:

1. The present age limit of twenty years is more than two years above the average age of all pupils beginning the senior year;

2. That in any high powered contest in which mere age gives a better chance of successful achievement, some schools (human nature being as it is) will fill in the ranks of their contestants with pupils possessing this superior advantage of age;

3. That the great majority of school executives will not tolerate such sharp practice in their own schools;

4. That with these two recruiting years wide open, we are setting up a competition not confined to the activity in which we hope to develop skill, but a competition in retarding promising contestants in their school progress in order that their advanced age may bring them advantage;

5. That we are setting up a competition not so much in superior coaching as in superior promotion of a practice which works at cross-purposes with the school program as laid down by the State Department of Education;

6. That no organization calling itself educational can afford to set up attractive honors in a competition which favors the "chiseler" over the competitor who will not chisel?

No longer do we think of school music as for the few. No longer do we point with pride to a single school orchestra, band, or glee club in even a moderately large high school. In fact, we view with suspicion a program of public school music that limits itself to the performance of a few gifted students.
—Frank W. Wright.

Doing easily what others find difficult is talent; doing what is impossible for talent is genius.—Amiel.

Vitalizing the Home Room Discussion

WILLIAM H. DUNN

Principal of Shumway Junior High School, Vancouver, Washington

RECENTLY the writer submitted a questionnaire to home room advisers in a number of widely separated junior high schools. That questionnaire was designed to obtain information concerning the phases of home room work which are causing advisers the greatest amount of trouble. Tabulation of the replies disclosed a remarkable agreement in response to the question, "In what phase of your home room work are results most unsatisfactory?"

Without exception the responses to the above question indicate difficulty with the "topic discussion" phase of home room procedure. Those who elaborated on the problem complained of a lack of genuine pupil interest in these discussions. If these replies indicate a common problem in home room procedure—and there is reason to believe they do—it seems safe to conclude that something is wrong with the materials used, with the organization of the topics, or with the manner of presentation. It is the purpose of the writer to suggest that the difficulty is to be found in the latter—that a splendid opportunity to provide for the development of desirable social, civic, and moral attitudes is being suffocated and destroyed in the formal and artificial class room atmosphere.

What is the usual procedure in the presentation and discussion of a home room topic? Admitting the exceptions, the general practice closely resembles a socialized class room discussion. Frequently a pupil leader presents the topic and members of the home room are expected to engage immediately in an enthusiastic verbal barrage. Some advisers resort to the favorite ruse of all weak teachers and strive desperately to stimulate discussion through controversy. A very common procedure makes use of an outline in which is included information relative to the topic and a list of questions to be discussed by the group. Procedures vary with schools and with teachers, but in the great majority home room topic discussions approximate the preceding descriptions. All of which means that home room advisers, who are class room teachers, are conducting the home room dis-

cussions in the only manner with which they are familiar—the traditional class room procedure.

Why do teachers persist in making this fine, hopeful thing called the home room just another class? The home room is the school's greatest opportunity to put into practice the tenets of modern educational philosophy. Why destroy this opportunity by dragging in those twin evils of the traditional class room procedure—formalism and artificiality? Boys and girls are not interested in moral abstractions for the sake of moral abstractions. They are interested in life and in **living** issues and all that is needed to arouse this interest is to quit trying to get them to **moralize** and give them an opportunity to **live**. Some educators talk about creating life situations as though life situations can be created! Anyhow there is no need to create life situations in the school, the school is filled with them. Of all the absurdities attributable to traditional educational practice the most astounding is the fact that teachers will stand in the midst of the rushing stream of life and inanely try to create life. Will the profession ever realize that school is life and that the greatest opportunity to help boys and girls to acquire desirable attitudes and ideals and habits is in the exploitation of those real life situations in which the school abounds?

Herein no criticism of efforts to compile and organize materials for use in developing home room topic discussions is intended. Such efforts are praiseworthy, and many of the topics are excellently worked out. The fault is in the use which is made of the materials. When the discussion of a given topic is begun for no better reason than that it is so arranged in the schedule and without any consideration for the appropriateness of the time or the vitality of the issues involved, one may as well expect what one is apt to get—a dilatory response. Lasting attitudes are not developed in such an artificial atmosphere. There is even danger that the ultimate purposes may be defeated.

What does the writer suggest to be done

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The School Dance

FAITH MAC LENNAN

Teacher in the High School at Portage, Michigan

JUST AS A laboratory is necessary to the teaching of chemistry or physics, so the school dance is essential as a laboratory for the teaching of social habits and attitudes.

Dr. Briggs has stated the aim of this particular type of laboratory instruction in the familiar quotation: "It is the business of the teacher to teach the pupil to do better the desirable things he will do anyway; to reveal higher types of activity; to make these desired and to an extent possible." Gregariousness is a primal characteristic of boys and girls of high school age. It is natural for young people to want to have pleasant and regular associations with others. Why not make possible a desirable expression of this characteristic?

Dancing itself is a natural response of the body to rhythm. "That rhythm should exercise a regulating power over the movements of the human body lies primarily in the fact that the rhythmic sense is innate in man and any appeal to this sense is not general but contagious. The rhythmic pleasure derived from hearing music is a form of satisfaction which this art is able to afford." Dancing is a source of pleasure to most people who have had an opportunity to learn. If the school does not teach desirable dancing customs and desirable dancing habits, young people will patronize public dances where the example set is often far from good. Probably the strongest argument in favor of school dances is the fact that it gives students a place where they may be under the supervision of people who are looking out for the student's welfare, not their own financial gain.

A story which is probably familiar, yet which expresses exactly the viewpoint of the young person who has come in combat with the common attitude of the middle-aged is this:

"A middle-aged father was advising his young son against the evils of dancing.

"But you danced, father, when you were a boy," the boy protested.

"True," the father replied, "but I have seen the folly of it."

"Well," replied the boy, "I want to see the folly of it, too."

Many high schools have considered it their duty to crush these normal desires of the young and confine the activities of the school strictly to the curriculum.

Reasons for prohibiting dancing include (1) unfavorable opinion arises from public; (2) supervision of dancing overworks the principal and faculty; (3) difficult discipline problems are caused by dancing; (4) high schools have more social activities than they need; (5) activities in which all pupils will not participate are undesirable.

Any attempt in laboratory work will result in problems. Problems are inevitable when dealing with the human equation. For this reason a school having a wise faculty is certainly very lucky. Certain rules are necessary to the success of the plan. A Social Committee composed of faculty members to decide certain policies is perhaps the most successful method of solving most of the problems. This committee should decide: (1) the hours of beginning and ending the dance; (2) the approval of the chaperons (though the students should be allowed to select them); (3) the number of dances; (4) and whether or not outsiders should be allowed to attend. General rules which nearly every high school has adopted are:

1. The dances should be held at the school.
2. Only bona fide students of the school should be allowed.
3. Those leaving before the actual closing time should not be permitted to return to the dance.
4. Faculty chaperons should supervise and correct any undesirable tendencies.
5. Students should plan the dance with final approval of those plans in the hands of the faculty.
6. Dances should be held on Friday or Saturday nights.

The school dance is often the only means through which the student may learn the social graces that will make him at ease in social situations later in life. It encourages a friendliness with others and should give incidental training in democracy for no pupil should refuse to dance with another. Students should learn to regard chaperons not

as necessary evils. They should know that it is customary and in good form to have them. It is a good idea to have all plans for the dance submitted to the social committee two weeks before the event is to take place so that it will be a well-organized affair.

Matinee dances have become increasingly popular of late and are often a successful method of satisfying the wants of the pupils. The University of Chicago High School found this plan exceptionally profitable. On each Friday afternoon there is a dancing party from 3:00 to 5:30 which is in charge of the regular class instructor in gym. Other teachers and parents are also present. The dancing takes place in the form of a cotillion in which figures are devised so as to secure a frequent and general mixing of partners. These parties are largely attended and greatly enjoyed. There seems to be a marked naturalness of relations between boys and girls instead of a silliness that had formerly been the case. Special emphasis should be placed on the leadership of dances that will secure the participation of everybody, thus eliminating the ever-present groups of bashful boys and wall-flower girls.

The Ludington, Michigan, High School has also been successful in its afternoon dances. The one which I attended was held after a football game at the request of the students. It was well-attended and the students from the opposing school were allowed to participate. The music was played by a school orchestra and the dance was informally chaperoned by several teachers.

The music for dancing is often a problem and a school is fortunate that has a good school orchestra. It solves the problem of expense, and the entertainment is provided by an interested group. The South Haven High School, which has school dances very often, is fortunate in this respect. This school holds dances as often as many colleges (nearly every Friday night.)

The financing of the dance is another problem to be considered. If the students must depend entirely upon the proceeds of a ticket sale, the number of dances must necessarily be greatly limited because of the expense of an orchestra. Students are lucky indeed, if the school will bear a larger part of the financial burden. Such is the case in our own high school; the proceeds of the ticket sale is turned over to the principal who complements that with school funds to pay

expenses of the dance. Here there are also a number of free dances. These social functions are planned largely by the students, but those plans must pass the approval of a faculty social committee. The selection of the orchestra, decorating, etc., is done by the students. Outsiders are allowed to these dances provided they bring guest slips authorizing them to attend.

From a scientific standpoint school dances are considered by many authorities as the best way of sublimating sex impulses, as a safe way in which secondary sex characteristics may find expression. "Properly conducted, dancing is one of the most expressive languages of the emotions and tends to give poise and control . . . On the physical side, it is an almost perfect means of coordinating the basal and smaller muscles, . . . is one of the best expressions of pure play; hence to nearly all who dance there results much pleasure. It is the best possible training in the sense of rhythm."

As a worthy use of leisure time dancing occupies a most important place, and should be made available for all who would receive pleasure from it. In many schools as part of the extra-curricular program dancing clubs are organized where students may receive instruction and enjoy a good time too.

Varied forms of dancing at school parties are being advocated by many who seek to restore the folk dances, the square dances, and others of that type to popular favor again. Moreover, in spite of the fact that "All paths of social life lead to the dance floor," several authorities advise that high school parties omit all dancing and be content with games and other forms of recreation.

Dancing parties ought to be a part of the school social program from the seventh grade upward. Most of these affairs, however, should be held in the afternoon. Home rooms, clubs, and classes may have individual dancing parties several times a year besides the all-school dances.

Another argument in favor of the school dance is that it makes school more interesting to students who might otherwise drop out of school, but who remain because of a desire to be eligible to attend the social functions of the school.

Ability to get along with others is augmented by these affairs. They also stimulate a broader type of relationship with the teacher, help students to learn to be at ease with

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Assembly Programs

M. CHANNING WAGNER

IN ATTEMPTING TO evaluate assembly programs I believe it is a wise policy to measure them on the basis of the objectives and principles for assembly programs as given by Dr. McKown:

1. An assembly program should unify the school. A program of this type enables pupils to become better acquainted with their school, thus tending to build school spirit and strengthen school morale. It also tends to develop a community feeling among the citizens of the school.

2. The assembly program should educate the school in the common or integrating knowledges, ideals, and attitudes. In so far as this type of program enables the student to know and appreciate the school to a fuller extent, it promotes the provisions of this worthwhile objective.

3. The assembly program should motivate and supplement class room work. The work of all clubs should grow from the class room and when pupils see desirable activities successfully executed by pupils it tends to motivate them.

4. Assembly programs should widen and deepen pupils' interests. This type of assembly program develops new interests and brings the pupils in contact with many varied activities and experiences.

5. Assembly programs should inspire a worthy use of leisure time. I believe this to be one of our greatest problems and in so far as this type of program develops an interest in activities it may develop a wider use of leisure time.

6. Assembly programs should instill the commonly desired ideals and virtues by giving pupils an opportunity to practice rather than memorize in the art of courtesy, service, ambition, industry, and honesty.

7. Assembly programs should develop self-expression which is evidenced in the preparation, organization, presentation, making of scenery, managing, handling stage effects, and the like.

8. Assembly programs should recognize publicly worthwhile achievements. The program presents an opportunity for clubs and other extra-school activities which are worthwhile and deserving of recognition to be pre-

sented for the entertainment and information of the pupils of the school.

9. Assembly programs should correlate school and community interest.

It is evident that no one assembly program need meet all of the principles of a good assembly as laid down by Dr. McKown; but certainly each program should embody several of them. We should stress that there be wide participation in the programs, that the entire work of the school should be represented, and that the number of outside performers should be limited. The program should have interesting variety.

The following two programs were among those submitted by the class in Education B131, D. E. G. Johnston, Instructor, at the University of Michigan. The subject of this assignment was, "A Description of the Best Assembly Program I Have Seen." We think some of them are worthwhile so are passing them on to the readers of *School Activities*.

One of the best assemblies that has been given at Pierce Elementary School, Birmingham, Michigan, was an outgrowth of the study of the sky. After the pupils had visited the Cranbrook Observatory as a part of their unit of activity, they decided that they would like to share their experiences with some of the other pupils. As a result, an assembly that had not been regularly planned was held. This was their program in brief:

SCENE I

Two boys who are in their bedroom are listening to the following radio program which is being given by a group of children:

Song Moon Phases
Song The Sun
Song Lady Moon
Story Star Dipper
Riddles—Made up by the children about the stars and planets
Poem Twinkle, Twinkle, Little Star
Spelling Bee Vocabulary from Sky Unit
Questions and answers about stars and planets
Poem The Moon

SCENE II

The two boys go to sleep and a fairy queen invites them to visit the heavens. They go by airplanes which were made by the

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children and the MAN IN THE MOON introduces them to the people in the sky. As each planet or star is introduced it tells who and what it is. After all of the introductions the two boys return home to bed, morning comes, and they awake. (A large chart of the heavens was made by the pupils for use in Scene II.)

We felt that this was a good assembly because:

1. It grew out of the regular classroom work.
2. It provided for a contribution from all of the pupils.
3. It was spontaneously conceived.
4. It used the value of dramatics.
5. It was developed around a central idea.
6. It represented the originality of the pupil.
7. It employed a number of appropriate musical numbers.
8. It was educational.
9. Work of the pupils of a material nature was exhibited.

A Mathematics Assembly

I was an observer of Dr. Schorling's mathematics class in 1933, and a mathematics student. It was then that the assembly program described below was a revelation to me and opened my profound interest in assembly possibilities in the school.

The program got off to a good start by the presentation of a musical selection. "Use of the Metric System" depicted usages in lenses, eyeglasses, and illustrations in the field of medicine (balanced diet, calories, etc.), electricity, and the army and navy, besides other everyday uses. Another talk which dwelt more specifically on the "Use of the Metric System in Athletics" related the use of such measurements in the opportune Olympic events. On "Uses in Industry" illustration was made of the Henry Ford's exacting measurements in the construction of the automobile—both in this country and foreign countries, the latter of which used the system in wood-working as well as metal working. Thus the program was well unified in topics and yet displayed variety as it terminated in a debate over the adoption of the metric system in its entirety in the United States. The concluding act on the program, a revelation in pupil participation, showed by comparing the parts of the dollar to the units in the meter (both based on the easily multiplied number ten) how easily the metric system

might be introduced in this country, and the convenience it would lend.

The Metric System Program

1. Music—vocal and orchestral
2. The History of the Metric System
3. The Use of the Metric System by Scientists
4. The Metric System in Athletics
5. The Metric System in Industry
6. The Use of the Metric System in Foreign Countries
7. Debate—Resolved, That the Metric System Should be Adopted by the United States
8. Introduction of the Meter to a Class of Seventh Graders by an Eighth Grader.

Guidance Program for Assembly

The following original guidance play was the outgrowth of class room work including occupational studies of the stenographer and other related office workers. This program was submitted by Mrs. Anna B. Benson, teacher of the 8A guidance class in the Bancroft School, Wilmington, Delaware. The play was written by an eighth year pupil.

Guidance Play

CHARACTERS:—

A High School Graduate—Adele Southard
Lawyer Smith

Mrs. Southard (Adele's Mother)

Miss Gray (Private Secretary to Lawyer Smith)

Stenographers and Clerks

Telephone Operator

Office Boy

Scene I—The home of Adele Southard

Scene II—Office of Lawyer Smith

Scene III—Same as Scene II (6 months later)

Scene IV—Private Office of Lawyer Smith

Scene V—Same as Scene IV.

SCENE I

MOTHER. Adele, come and sit by me, and stop crying.

ADELE. But Mother, you don't know how I wanted to go through school. Oh! how I have dreaded the day of graduation.

MOTHER. Adele, I should have liked very much to send you to college, but my dear you don't realize how much money it would take. My health is failing, and I need your help.

Adele. Yes, Mother, it is selfish for me to think only of myself. I will go to the door and see if the evening paper has come. (*Comes in with paper in hand.*)

ADELE. Oh! I have it. Look Mother. This is just what I want! (*Reads aloud*) "Young girl wanted to assist in office. Must have high school education. Good pay, short hours, and chance for advancement. Apply Lawyer Smith, 2206 Market Street."

ADELE. Mother, this is just what I want. What dress shall I wear? In Guidance work at school we learned in applying for a position one must look neat, wear a simple dress, no lipstick, or gaudy jewelry.

MOTHER. I think your brown one with the white color and cuffs is just the thing.

ADELE. I must have a letter of recommendation.

MOTHER. I think your report card will do.

ADELE. I am going. I will see you later, Mother.

CURTAIN

SCENE II

OFFICE BOY. Anything I can do for you, Miss?

ADELE. May I see the employment manager, please?

OFFICE BOY. Miss Gray is busy now. Please take a seat. Stella connect me with Miss Gray.

STELLA. All right, just a minute.

OFFICE BOY. Miss Gray will be with you in a short time.

(*Enter Miss Gray*)

MISS GRAY. Good afternoon! Did you wish to see me?

ADELE. I came in answer to the advertisement in this evening's paper.

MISS GRAY. So soon? I wasn't expecting anyone until tomorrow morning. Have you any references?

ADELE. No, I just graduated from the Wilmington High School, but I have my report card with me.

MISS GRAY. Your report is very satisfactory. You took the Commercial Course I see.

ADELE. Yes, I won the \$25 prize for the fastest typing.

MISS GRAY. Yes? I think I read something about it in the paper. You may start tomorrow at nine o'clock.

ADELE. Thank you, Miss Gray. And if you want any further information I am sure Mr. Talbot, the principal, or Miss Baylis will furnish it. Good Day.

(*Both go out*)

FIRST STENOGRAPHER. She looks like

a high hat to me.

SECOND STENOGRAPHER. If I were you, I shouldn't say that. You don't know the girl yet.

THIRD STENOGRAPHER. I think I am going to like her. She must be in quite a hurry to get work, getting a job on the same day she graduates.

2nd STENOGRAPHER. I know I wasn't in such a hurry. I didn't want to work until a year after.

FOURTH STENOGRAPHER. You sure did want a vacation. I saw the disappointment on your face when Miss Gray told you to come in the next day.

2nd STENOGRAPHER. Yes, who would want to work about a week after she graduates?

STELLA. I wish this switchboard would fall apart some day so I could have the day off.

1st STENOGRAPHER. You're always wishing for something like that.

3rd STENOGRAPHER. Girls is it 4:15. Only 15 more minutes and we go. Let's put our work away.

(*Enter Miss Gray*)

MISS GRAY. Girls, it is only 4:15; you have 15 more minutes' wait until 4:30; and then put your work away. You are always in such a hurry to get out, but not to get in.

STELLA (*aside*). Well, if I wasn't afraid of her firing me, I would tell her something some of these days.

CURTAIN

SCENE III

3rd STENO. I get tired sitting around in this stuffy office all day.

ADELE. I only wish I were Mr. Smith.

STELLA. Well, I wouldn't mind having his money, but not his work.

ADELE. But I mean I would want to be a real lawyer. I want to help people gain their rights. To help them get justice.

2nd STENO. Yes, and sometimes you help them gain their wrongs, too. You know most lawyers work for money and not for the rights of the people or for their justice as Adele says.

STELLA. Adele! Mr. Smith wishes to see you.

4th STENO. Maybe he heard what you said and wants to pin a medal on you.

ADELE. Maybe. (*She leaves.*)

CURTAIN

SCENE IV

MR. SMITH. Miss Southard, I called you in here to talk to you. Take a seat, please.

ADELE. Thank you

MR. SMITH. I was rather nosey I must confess, but your conversation rather attracted my attention. So you want to be a lawyer?

ADELE. Yes, I would like to, but I know there is no hope of my ever becoming one.

MR. SMITH. Are you the daughter of Jack Southard?

ADELE. Yes. My father was a lawyer for eight years, but he had heart trouble and he died when I was quite young.

MR. SMITH. What did you do with the money your father left you? Your father and I were good friends. He told me before he died he had enough money saved to send you through school if anything happened to him.

ADELE. Yes, I know, but mother has poor health.

MR. SMITH. How would you like to go to law school for four years?

ADELE. Oh! Mr. Smith, I'd love it!

MR. SMITH. I am going to do this for you. I am going to send you to law school for four years. When you come home you must work in this office as a partner with me for a year or two, and then I will help to set you in business for yourself.

ADELE. But Mr. Smith, how can I ever thank you? When I begin working for myself, I will try to pay you back every dollar.

MR. SMITH. Now run along and see if your mother approves of it.

ADELE. I will see you in the morning.

MR. SMITH. Good day.

ADELE. Good day

CURTAIN

SCENE V

ADELE. Hello! How are you today? You look like you're going walking.

MR. SMITH. I have a case in court this afternoon about 2 o'clock, but I have plenty of time.

ADELE. Mr. Smith, may I have a few minutes to talk to you?

MR. SMITH. Yes, yes, what it is, my dear?

ADELE. Since I have been home from law school and have been working I have saved my money. I have enough to start in business for myself. Mr. Smith, you have been wonderful to me and I want to thank you.

MR. SMITH. Adele, you have earned everything that you have. I am sorry to see

you go, and I know the office will be very sorry too. I hope you will be successful. If you should need me for anything, I will be glad to help you.

ADELE. Mr. Smith will you go with me and pick out the office and the furniture for it? I don't intend to leave until two weeks from today.

MR. SMITH. Very well, I will see you later. Good day.

ADELE. Good day, Mr. Smith.

(Door opens and mother enters.)

ADELE. Oh, Mother! I am so glad that you stopped in. I have such good news. I was just talking to Mr. Smith. Mother, he has been so kind to us. He is going with me to pick out the office and furnishings. I am so glad I could jump for joy!

MOTHER. Mr. Smith has been very kind to us, Adele, and you have had the courage enough to want and hope for what you have now. You did not have to give up hope and fall back, but climbed to the top of the ladder where you found success. An old saying is, "A quitter never wins, and a winner never quits." There isn't a mother who could be prouder of her daughter than I am.

ADELE. Or a daughter, prouder of her mother than I am.

(They go out arm in arm)

CURTAIN

Student Council Initiation Ceremony

1. March of members to platform
2. Roll call of student council members
3. Presentation of gavel to incoming president by the outgoing president
4. Inaugural address by the president
5. Administration of the pledge of office by the school principal
6. Pledge of support of the Student Council Members
7. Pledge of support of the Student Body
8. Pledge of support of the Faculty
9. Presentation of armbands by the sponsor.

The formal part of the program may be augmented with music. On one occasion a speaker active in juvenile court work spoke briefly but impressively on the value of self discipline and respect for authority.

Christmas Program I

1. Processional "Adeste Fideles" by the orchestra

2. Bible Reading—Luke 2:1-20
3. Hymn, "It Came Upon the Midnight Clear" by the school
4. Overture "Beneath the Holly" arranged by Serey Tocaben—by the school orchestra
5. Greeting to the assembly by the president of the Student Council
6. Greetings by the principal
7. Piano Solo "Soaring"—Schumann—by a pupil
8. Dramatization — "Love Comes Knocking"—a play by Dorothy C. Allan
9. Violin solo—by a pupil
10. Hymn—"O Little Town Of Bethlehem"—by the pupils
11. Recessional—"Kingdom of Peace"—Trevelyan—by the orchestra.

Christmas Program II

1. Song—"O Come All Ye Faithful"—by the school
2. Scripture reading and devotionals—by a pupil
3. Greetings by the principal
4. Bell Solo "Silent Night" by a pupil
5. Chorus "Jesu Bambino" by group of girls
6. Vocal solo—"O Holy Night" by a soprano with violin obligato.
7. Song—"Joy to the World"—by the school
8. Selection—"Beneath the Holly"—by the orchestra
9. Play—"The Loveliest Thing"—by Roland Pertwee
10. Song—by the school.

The above two programs have been presented by the Senior Class of the Wilmington High School.

Christmas Program III

The following program was given at the Warner Junior High School in Wilmington.

1. Carol "Adeste Fideles" by the school
2. Orchestra Selection—"Beneath the Holly" by the school orchestra
3. Reading—"Boar's Head" by a pupil
4. Song—"Boar's Head"—by a boy with chorus
5. Carol—"It Came Upon the Midnight Clear" by the school
6. Carol—"Under the Stars" by the Girls Glee Club

7. Chime Solo—"Joy to the World"—by a pupil
8. Dramatization—"Good King Wenceslas"
9. Carol—"Cantique de Noel"—by the Girls Glee Club
10. Chorus—"Joy to the World"
11. Reading of Bible Christmas Story—by the principal
12. Carol—"We Three Kings"—by the school
13. Carol—"It Came Upon the Midnight Clear"—by trumpeters
14. Reading—"Bringing in the Yule Log"
15. Carols—"Good Night" and "Christmas Prayer" by the senior chorus with solo.

M. Channing Wagner is assistant superintendent of schools, Wilmington, Delaware. His book, *ASSEMBLY PROGRAMS*, is a widely known and an immensely popular one. Arrangements have been made by which he will give *SCHOOL ACTIVITIES* readers assembly programs each month.

YES, IT IS PITIFUL

There is something pitiful about a star athlete in his moment of glory when the applause of the world is ringing in his ears. Unless he is a well-balanced young man he is apt to think that he has done something very worth while, something extraordinary, and that henceforth everything is going to be just ducky.

There was once a man named Jim Thorpe, even now generally considered to be the greatest athlete ever to don a spiked shoe. Thorpe was greeted by kings and feted by the populace. Now Thorpe is in turns itinerant ditch digger and movie extra, and his medals have long since passed under the sign of the three brass balls.

When Joie Ray was hot a few short years ago the people fought to shake his hand. The greatest miler of his day, Joie was perhaps the most colorful of all track athletes. Now Joie is dividing his time between dance marathons and professional roller skating and if he manages to snare coffee and doughnut money out of it he's doing all right. —Quentin Reynolds in *Collier's*.

Is it not enough for a man to play his part bravely in the feverish day of battle if he is not strong enough of heart and soul to persevere.—George Clemenceau

December, 1935

Fair Day

M. P. McMILLIN

THE OLD-FASHIONED exhibit day, which more often than not is an exhibit of teacher effort rather than pupil ability, is rapidly being discarded in most of the senior high schools of the country. In its place has come the annual fair day, which in every sense of the word is directly in the hands of the students themselves, the faculty acting only as occasional advisers. This article is based upon the experience of a high school in southern California which last spring celebrated its seventh annual fair day.

In general the high school fair is modeled after the county agricultural fair, which is familiar to all. But the school fair is much more comprehensive in that it includes not only the work accomplished in agriculture but that in all phases of curricular and extra-curricular work, as well. In the school fair it is the students themselves who organize the work, provide the exhibits, arrange them in show fashion, and get the public and school patrons to come and look at them. If properly carried out, this high school exhibition is as well departmentalized as a county fair. More than that, it pays its own way, without the necessity of drawing upon the student body treasury.

What are the advantages of a fair day over the stereotyped and out-moded exhibit day? Both serve the same purpose in that they show the taxpayers what the school is accomplishing and how the tax money is being spent. In other words it is an ingenious way of selling the schools to the public. Some sort of publicity contact between schools and patrons is almost a necessity these days when educators are having difficulty in convincing the public that schools are not only worthwhile but absolutely essential to the continued welfare of the community. The schools must sell themselves to the tax-paying public if they are to survive the barrage of criticism and curtailment leveled against them.

More than providing this much needed publicity, fair day is one of the best possible means of developing student initiative, powers of organization, and sense of responsibility. Educational psychologists have for years lamented the fact that modern education turns out a rubber-stamp individual, incap-

able of self-motivation and independent action. Fair day depends upon the entire student body, every member of which has some particular duty and responsibility. And over him as supervisor is not a faculty member, but another student, whose job it is to see that every phase of the work is efficiently carried out.

In this high school where fair day has developed into the outstanding event of the year, the teacher of agriculture has acted as general adviser, assisted by one of the county farm advisers. All the other officers are selected from the student body on the basis of their qualities of leadership, industry, integrity, and sense of responsibility. Most of these students are members of the Future Farmers of America and 4-H clubs, and are thus accustomed to working together. Two senior boys act as fair superintendent and assistant superintendent.

A manager, with a first and second assistant, is appointed to handle each of the various divisions of the fair—rabbits, poultry, pigeons, classical exhibits, hobbies, music, art, science, flower show, oratory, debate, dramatics, boys' and girls' athletics, and the other factors that go to make up high school life. The duty of these managers is to make all preliminary arrangements, distribute entry blanks to all students wishing to make entries, arrange the exhibit or program, and see that everything is well-managed and efficiently carried out on the actual day of the fair.

In order to avoid confusion, a separate entry blank is used for every entry, whether it is wild iris or the hundred yard dash. The blank used for the agricultural exhibits is almost identical to that used in the county fairs, and all other blanks are closely modeled after it.

In order that schools planning their fair day for the first time might have no trouble in making up their entry blanks, it is suggested that samples be secured from the local farm adviser, from the county fair committee, or from the local flower show committee. All other entry blanks may be adapted from these, with the help and suggestions of the teachers most directly concerned.

In this high school, fair day comes near

the end of the school year, usually late in May. This is a great advantage, for by this time students are better trained, are more accustomed to working together in club or classroom groups, and have more time to work on the particular project they have chosen to exhibit. In fact, shortly after the opening of school in the fall, students begin to talk of fair day and their plans for participation. For this reason any school contemplating such an exhibition in May of 1936 should begin as early as possible to organize the work and appoint managers.

A few general rules should be drawn up and posted on the school bulletin boards several weeks before the fair. These should be rules on: eligibility, ribbon awards for the various classes of winners, and fees. Ten cents is the fee charged for a single entry and fifteen cents for a pair or group exhibit. These fees are payable on the morning of the fair when the entry is made.

Other rules include:

1. All entries must be in place Friday morning of fair day at ten.
2. All exhibits must be the bona fide property of the exhibitor; he must be able to prove this fact, if necessary.
3. All exhibits must be the result of the labor of the person or club exhibiting. Proof of this may be demanded.
4. The show is not liable or responsible for damage or loss which may occur to stock or exhibits while on display. However, due care will be exercised in protecting stock and exhibits.
5. No specimen will be allowed in the show except those on which the entry fee has been paid and which have been duly entered on entry blank filed with the superintendent.
6. Since the judges are entirely competent, no protests against their decisions will be entertained, except in cases of alleged fraud.
7. Exhibitions may be brought in and arranged at seven o'clock on the day of the fair.
8. All exhibits must be called for and removed from the rooms by midnight. The show management is not responsible for exhibits after this time.
9. Each exhibitor must sign his entry blank and receive his release slip before leaving the show.
10. Any specimen showing evidence of a contagious disease will not be permitted to enter the exhibition rooms.

11. Exhibitors are limited to students under twenty years of age.

12. No exhibit can be taken from the show without release slip.

Because one day is a short time for such a comprehensive exhibit, the time must be carefully planned and the schedule rigidly adhered to.

PROGRAM

AFTERNOON—

- 1:00— 3:00—Band Concert and Field Day Activities on the Athletic Field.
- 1:00—11:00—Broadcasting Announcements from Main Building
- 1:00— 5:30—Public Speaking and Debating Contests. Room A 43.
- 1:00— 3:00—Music Contests in Auditorium.
- 2:00— —Tennis Contests on Tennis Courts
- 3:30— 5:30—Fair open to the Public
- Dept. A—Flower Show. Administration Building
- Dept. B—Small Livestock. Gymnasium
- Dept. C—Hobby Show. Home Economics Building
- Dept. D—Demonstration Subjects. Classics Building
- 3:00— 5:30—Judging of the above Departments.

EVENING—

- 7:00— —Reception to Alumni, Homecoming Night, and Band Concert in front of Main Building.
- 7:30— 9:30—Program of Music and Dramatics. Auditorium.
- 7:30—11:30—All Departments open to the Public.
- 9:30— —Ribbons Awarded to Winning Exhibitors by Department Managers in Each Department.
- 11:00— —Fair Closes.

Special mention should be made of the athletic contests. In reality this developed into a glorified field day, in that a great majority of the students in school participated. Students who had previously won school letters in any event were barred from further participation in it. In this respect the contests were intra-mural, and students of less conspicuous abilities were given the chance to win the awards. In addition a feature of the afternoon was a boxing match and one of the former high school track stars, now in college, gave an exhibition.

In preparation for the thousands of visitors entertained during the day, a special reception committee composed of members of

(Continued on Page 19)

Defeating the Affirmative Case

HAROLD E. GIBSON

RESOLVED: That the Several States should enact legislation providing for a system of complete medical service available to all citizens at public expense.

WHEN ALL is said and done in the constructive speeches of a debate we have really reached the point where the actual debate will begin. Although the constructive part of all debates seems to be a necessary part of the contest, nevertheless it is not the most interesting part to either the debater or to the audience. It is in the rebuttal section of the contest that all debaters have their chance to see if their plan is successful and if their opponents are able to show that their plan will not be a success. It is this rebuttal which proves whether the debater has the ability to think out arguments to defeat the stand of his opponent and at the same time place his thinking into effective speech. This is the ultimate test of any debater.

In this short discussion it will be my purpose to point out the places where the negative team will have their strongest arguments, and to attempt to show the importance of pressing these arguments to their fullest extent. In the debate question this year it can be seen at once that the negative speakers have certain things that they can do to defeat the case of their opponents. These openings to the negative will be discussed, showing how they will tend to defeat the affirmative case if properly used.

The first major weakness in the case of the affirmative is that the plan of state medical care cannot be financed. This is probably the strongest argument of the negative, and they should be prepared to defend this stand to the limit. The question clearly states that the Several States should adopt and finance this system of State Medicine. This wording of the question clearly excludes the participation of the federal government in either the management or the finance of the system. True, the federal government can give money if it wishes and the case will still be within the bounds of the question, but it cannot be counted upon for any major section of the expense, and it cannot assume any of the control of the expenditures of the money. If the United States gives a major

portion of the money and assumes a part in the control of the system, then it is not State Medicine but Federal Medicine. This limitation upon the affirmative should be pressed by the negative. Never allow the affirmative to rely upon a lot of federal money to finance their system, for they are not debating the question as stated.

The negative, when they have forced the affirmative to debate the question of Free Medical Care furnished by the several states, have probably prepared the affirmative for a problem greater than they will be able to answer satisfactorily. This question is, "How will the affirmative plan be financed?" This question will be very annoying to any affirmative, and it will probably be laughed off or tried to be laughed off unless the negative stick to their guns. The affirmative may state that the bill will be paid by taxation. The negative should at this point become very inquisitive and demand the type of taxation to be used by the affirmative to finance their system. A study of a few of the systems of taxation will point out the practical impossibility of financing a system under their plan.

IF THEY PROPOSE FINANCING BY THE GENERAL PROPERTY TAX: We doubt very much if any team will propose the financing of the system of State Medicine by a tax upon general property, but in the event that it is proposed, a simple study of its results will be sufficient to show its utter impracticability. Take, for purposes of illustration, the state of Mississippi. This state already is taxing its general property to the limit to raise a state budget of only twelve million dollars. At the average cost of \$30 per person State Medicine in Mississippi would cost over 60 millions. This would mean that the tax upon general property in Mississippi would have to be raised until it would be six times as high as it is at the present time. Certainly no one would advocate the adoption of a system that would raise the rate of the general property tax until it was six times as high as it is at the present time. Actually this tax would take

fifteen dollars on every hundred dollars property valuation each year in this one state. Such a tax burden, all in addition to the present taxation burden would be prohibitive.

IF THEY PROPOSE FINANCING BY THE STATE INCOME TAX. It is altogether probable that the affirmative will propose some new type of taxation or some combination of new types of taxation. In any event it is highly probable that they will wish to use the income tax as a part of their financial system. We will take this income tax, and show how it will not raise the needed money to finance the system. To start with, the income tax is already used by the federal government until it is too high. For example, a man making \$50,000 a year pays 8% of his income in taxes, a man making \$100,000 pays 28% and a man making a million pays 53%. These men cannot pay much more in the form of income taxes. Now take a few typical states. Illinois, one of the three richest states, should have an easy time paying for free medical care by the income tax, but this is not the case. At \$30 per person, Illinois would have to spend annually 228 millions for free medical care. Yet at the present time the total individual and corporation income taxes paid in the state of Illinois to the federal government in the year of 1934 only amounted to 63 million dollars. This is only about one-fourth of the amount needed for free medical care. If we were to choose a state like Arkansas, the picture would be much darker. If Arkansas wished to pay for her free medical care, she would have to raise 60 times as much money for the system as is now paid into the federal treasury by the federal income tax. By taking these two states, one rich and one poor, we can easily see that any system of free medical care that is financed by the states through an income tax will make the rates of the tax so high that the people cannot pay for the system. Further figures on this point will show the folly of relying upon the income tax. The total income tax payment in 1934 in the United States was 817 million dollars. The total cost of the affirmative plan of Free Medical Care will be about 4 billion dollars. This means that the system will cost about 5 times as much as the total income tax payments made at the present time to the federal government.

IF THEY PROPOSE FINANCING BY A SALES TAX. One of the newer and most popular forms of taxation is the retail sales tax. This, too, is being used by at least 23

states today for other purposes than State Medicine, and the use of the money for state medicine would only mean that other money would have to be raised by some alternative form of taxation. But even in spite of the growing popularity of the sales tax it, too, will not begin to pay for the colossal costs of State Medicine. The highest retail sales tax used by the states at the present time is not over three per cent. This seems to be the maximum, and many states have only one or two per cent taxes. When we realize that a great burden is placed upon the merchant by this tax, who in many cases has to assume the cost of the tax himself, we realize that any proposal that will demand a retail sales tax of over three per cent will be undesirable.

If we wished to finance the plan of the affirmative in the following states, the following retail sales taxes would be needed to give the complete medical care demanded by this question: New York, 9%; Illinois, 15%; Alabama, 33%; Arkansas, 33%; Georgia, 40%. These figures show that the affirmative cannot hope to rely upon the sales tax as a system of financing State Medicine.

The proposal may logically arise that we can use a combination of these taxes and solve the problem. The negative should be able to answer this argument by pointing out just how impractical this combination would be merely adding to the taxation burden of the people. The affirmative plan would mean increasing the state budget of Alabama, 330%; Arizona, 420%; Colorado, 600%; Maine, 160%; New York, 120%; South Carolina, 420%; Illinois, 150%; Texas, 700%; Kansas 800%, and Minnesota, 400%. We could show these great increases in the costs of taxation for all of the states, but this general sample should be enough to eliminate the argument that by the use of combinations of taxes the states could finance complete medical care for all.

SAMPLE NEGATIVE REBUTTAL CARDS:

Below you will find two affirmative arguments that will appear in nearly every affirmative case. Immediately following them you will find a negative rebuttal card to refute these points. These are to be considered as single arguments refuting a single point, and the rebuttal speech is composed of several such arguments.

AFFIRMATIVE ARGUMENT:

Since at the present time we are spending an average of \$30 per person per year in the United States for medical care, and

only \$30 per person per year is needed for State Medicine there will be no increase in taxes, as this money can be used simply by diverting it to the government instead of the doctor.

NEGATIVE REBUTTAL CARD:

To refute this argument we will take the example of the state of Vermont which is about average in the amount spent for medical care, the number of doctors per 100,000 population, and the number of urban and rural inhabitants. In Vermont, in 1929 the average expenditure for medical care was \$21.20 per person per year, but only 40% of the people of Vermont went to see a doctor in 1929. This would make the average payment of the people who actually saw a doctor in this state about \$52.50 a year. Now if the affirmative proposal were as easy as they say, we will simply take this \$52.50 from the people of Vermont who received medical care, and this will apply \$21.20 in the total medical bill of every person of Vermont. How would this remedy the present high rates that the affirmative plan is so designed to help? How would this plan eliminate those \$500 doctor bills that they are arguing to eliminate? The answer is that it will not, and that some better system of financing their plan must be developed than mere diversion of the amounts of money spent for medical care today.

AFFIRMATIVE ARGUMENT:

We can do away with the evil of paying doctors who are no good and pay the state doctors according to the number of calls the patients make. This will be paying the doctors according to the amount of work they do and the poor doctors will be eliminated.

NEGATIVE REBUTTAL CARD:

The affirmative have placed a great amount of faith in their plan, which provides for paying doctors according to the amount of work they do. This is what will happen under their plan. The doctor, who will no longer be restricted by professional ethics, will advertise in various ways for patients. The more he gets, the better his income will be. This will result in good doctors who retain their professional ethics losing out because they will not stoop to the "ballyhoo" methods of gaining more patients. Then, too, the much greater evil of "padding" the medical accounts will result. We do not say that the doctors will actually hand in more office calls than were actually made but since their income depends upon the number of calls they will have, the patients come back many

more times than is actually necessary. This will certainly increase the income of the doctors, but the medical profession will suffer greatly from such tactics.

Harold E. Gibson is coach of debate in Jacksonville high school, Jacksonville, Illinois, and author of a number of books and important articles on debate. For a fourth year SCHOOL ACTIVITIES readers will have his help. Arrangements have been made for a series of articles by Mr. Gibson. His fourth will be released next month.

FAIR DAY

(Continued from Page 16)

the Girls' League and Boys' Service Club, transformed the entire front quadrangle of the campus into an outdoor reception room. Beach parasols, porch swings, comfortable chairs and divans were scattered in groups about the grass, and here friends and alumni could visit while resting after an arduous tramp through the exhibition buildings. Many volunteers, labeled "guide," assisted visitors and answered questions. Through the courtesy of a local radio shop, the school's Broadcasting Club brought in a radio broadcasting system and kept visitors constantly informed of announcements and programs.

Why has fair day been adopted as an annual event in this high school? The reasons are not hard to find. It is the one event in the whole year that enlists the active participation of every student in school. Furthermore, it is entirely student motivated, organized and executed, thus leaving the faculty members free to concentrate upon their classroom duties at a time when the burden becomes exceptionally heavy. For this reason fair day has won the unanimous support of the faculty, and they are glad to boost the venture.

Of course any school can plan its own fair day to include whatever types of activity are desired. It is particularly adaptable to the rural or small-town high school where there are clubs of either the Future Farmers of America or the 4-H Chapters. Using these clubs as central committees, it is relatively easy to plan, organize, and carry through a high school fair day that will be an honor to the student body and source of much satisfaction to the patrons and community at large.

True morality ought not to be the dead weight of tyrannical custom of the past, but a rational adventure into the plastic future.
—Sherwood Eddy.

Handling the Extra-Curricular Finances in a Small High School

L. W. BELL

Supervising Principal of Burrough Schools, Duncannon, Pennsylvania

AT THE beginning of each school year our student body at the Duncannon (Pennsylvania) High School, along with the election of other officers, elects a school treasurer, and two members to the extra-curricular finance committee; the principal of the school selects two teachers to serve on this committee, and the president of the school board selects two school board members to act as committee members. The principal is also a member. The duty of this committee is simply general supervision. It meets once a month when the treasurer's accounts are audited and current expenses of the past month approved. However, should a major expense be anticipated by the principal, student council, faculty sponsor, or any other authority, it is acted upon by this board before the expense can be incurred. For example, a basketball referee's fee can be paid when an order is drawn on the treasurer by the manager of the team, which of course comes to the attention of the committee when the treasurer's books are audited at the end of the month; but should the sponsor of the Camera Club desire to have this group purchase a moving picture camera, this would have to go before the committee for approval.

The student members of this committee are all given jobs. The treasurer has already been elected by the student body. The other two members are appointed by the principal to the posts of financial secretary and recording secretary.

The mechanics and workings of this financial procedure can best be made clear by an illustration tracing all transactions. The Dramatic Club is giving its annual play. Among other officers it has its treasurer, who has general charge of the sale of tickets. The tickets are printed by the printing club, numbered, and sent to the treasurer of the club, who oversees the numbering and sale of the tickets. The principal of the school is notified as to the number of tickets printed as well as is the financial secretary of the

school. After the tickets are sold and the play is over, the club treasurer and financial secretary check the sales and deposit the receipts with the school treasurer who acts as a bank. The financial secretary makes record of the receipts. The school treasurer make a credit entry in the bank book of the Dramatic Club treasurer, credits the Dramatic Club account in the ledger, and debits her cash. The gross receipts are deposited.

Now, suppose that the club owes the play publishers ten dollars for the privilege of giving the play. The club treasurer issues an order in proper form on the school treasurer to draw up a check in favor of these publishers for ten dollars, whereupon the school treasurer asks for the club's pass book, makes the debit entry, debits the club's accounts in the ledger and writes out the check. This check is given to the club treasurer who sends it to its proper destination.

It can be noted that the entire school has only one account in the town bank and that the school treasurer writes out and signs all checks; however, each activity has an account in the school bank and also a miniature ledger, which shows all proceeds and expenses of the activity.

At the end of each year the printing club prints a statement of the financial conditions of each activity, amount taken in during the year, the amount paid out, and the balance. The sum of the balances should be and has been the amount of the school's balance in the local bank. This statement is signed by all members of the committee and a copy is given to each of the members of the student body.

A few outstanding good results the system has shown are as follows:

First:—It keeps the school board and the school working together on the financial problems incurred and cared for by extra-curricular activities. The public is informed not only by members of the school staff but also by those whom it elects to serve as its representatives.

Second:—It makes for co-operation between principal, teacher in charge of activities, and pupils. The responsibility is shared by all.

Third:—It systematizes and organizes into a definite plan the handling of the finances of all funds collected, avoids loose handling and promiscuous spending by students and teachers.

Fourth:—It makes the school appear as a unit and not as a group of independent organizations merely working together under one roof.

Fifth:—It eliminates doubt as to the financial standing of any group or organization, because the pass-book shows standing at all times.

Sixth:—Probably the most valuable item,

however, is the excellent training the system offers to the students, not only those who serve on the committee and as officers of the various groups, but the entire student body. It is really a course in the field of business carried out in its natural setting.

The explanation of this system may seem tedious but in reality the mechanics and equipment are very simple. They involve the use of only double entry ledger for the treasurer, small printed pass-books for each group treasurer, forms for group treasurers to draw orders on the school treasurer and provision made for yearly statements. This plan is the outgrowth of experiments along this line in the Duncannon High School. It works and has worked for the past five years.

How Much Supervision for High School Papers?

MARGARET PAULUS

THE PROS and cons of the high school newspaper and its worth as an extra-curricular activity have been so frequently studied and discussed that probably every secondary teacher has formed his or her opinion upon the subject. But the question as to what methods are best for the supervising teacher to employ when he has the responsibility of helping a group of from twenty to a hundred pupils produce such a paper is still open to considerable investigation.

In writing a thesis for a college of journalism this year, I had occasion to study the methods used by teacher-advisers of newspapers in public high schools in Milwaukee county, Wisconsin. I found that supervision and method varied from a school which functioned on a plan as complicated as a federal bureau, to a school where all supervision was nominal and the policy and functioning of the paper was the responsibility of the student editor.

Typical of the variety in kind and amount of supervision given are the schools tabulated below.

SCHOOL A—

Type of Supervision—Very strict supervision by two advisers. Only honor students who have taken the extra-curricular course in journalism are admitted to

staff membership. Advancement determined by a highly complicated system of bookkeeping of the amount of material contributed by each staff member.

Rating of Paper—Largest paper investigated. Four page weekly. Member of National Scholastic Press Association. Holds that organization's all-American and pace-maker ratings. Excellent editing, makeup, and English composition.

SCHOOL B—

Type of Supervision—Strict supervision by the adviser. Staff members must be recommended by their English teachers and hold high scholastic standings.

Rating of Paper—Four page bi-weekly. Member of the National Scholastic Press Association. All American and pace-maker ratings. Excellent writing and editing.

SCHOOL C—

Type of Supervision—Extensive supervision by the adviser. The editor, however, controls the staff directly, and the end of his term finds him able to carry on the paper without assistance. All staff members must have taken the journalism course.

Rating of Paper—Six-page tabloid bi-weekly. Member of the National Scholastic Press Association. All-American

and pace-maker ratings. Generally accorded position of the best high school paper in the county.

SCHOOL D—

Type of Supervision—Adviser never gives advice unless requested to do so by the editor. The editor has full responsibility for paper and staff. Staff members must have high scholastic standing.

Rating of Paper—Four page bi-weekly. Not a member of any press association. Excellently written. Good make-up and originality in editing.

SCHOOL E—

Adviser is merely a consultant. Editor has full responsibility for staff and paper. No scholastic requirements or recommendations for staff membership.

Rating of paper—Six page tabloid bi-weekly. Not a member of a press association. Good make-up and editing but markedly inferior composition.

SCHOOL F—

Type of Supervision—Adviser supervises very carefully; sometimes even rewrites stories himself. No set requirements for staff membership.

Rating of Paper—Four page tabloid bi-weekly. Member of National Scholastic Press Association but has no merit ratings. Good English composition but very poor editing and make-up.

SCHOOL G—

Type of supervision—Adviser confines all supervision to copy reading. Editor handles all other work. No requirements for staff members.

Rating of Paper—Four page, mimeograph weekly. Poor composition but very interesting material.

An obvious conclusion can be drawn from the above tabulation. The stricter the supervision the better the paper. But though recognizing the marked inferiority of their papers, the advisers who allow their supervision to be lax feel that there is much to be said in favor of their systems. These advisers believe that a minimum of direction is best for the student because it gives him real responsibility and develops in him initiative. As the adviser of paper "G" expressed it, "We must remember the paper is for the student, not the student for the paper."

In others of the schools the idea is prevalent that the student body as a whole is better served by a paper which strives for excellence, even if the paper is more representative of

faculty than of student effort. In school "A" where the supervision is most strict and complicated, the adviser feels that only those who show themselves to be competent should be allowed to work upon the paper. In her own school she did not feel that this was working any hardship upon those students who were thus excluded. The school is large and has many extra-curricular activities among which she feels that each student ought to be able to find one congenial to his interests and commensurate with his ability.

The question, then, of faculty supervision of school newspaper appears to have proponents both of strict supervision and guidance and of as limited a supervision as possible. No school activity can afford to become an end in itself and the too closely supervised paper can come close to this. The desire to develop an excellent newspaper is certainly commendable in the faculty adviser, but student initiative and the creating of a sense of ability, responsibility, and co-operation among the staff members must not be lost in the attempt.

Discontent has always been and probably always will be one of the most common experiences of mankind. Every day is filled with its irritating presence. Viewed unwisely, discontent becomes a destroying force, shattering family peace, creating nervous reactions, upsetting the normal harmony that should characterize the classroom. Viewed wisely and in a creative way, each discontent becomes the springboard for a great leap forward.—*Egan Monthly Journal of Character Training.*

It is a mistake to educate children as though the opportunities of the past were still there. I know that it seems heinous when so many are out of work to suggest that we teach people to play, but we know that with modern industrial technique we can produce all we need to consume with only two-thirds of the population at work. We need people trained to cater to culture, education and play.—Henry A. Wallace.

A LASTING CHRISTMAS REMEMBRANCE

A useful and appropriate gift for school people is a subscription to *School Activities*. Either groups or individuals—students or teachers—will appreciate it many times. A presentation note will be sent with each gift subscription.

Football and Powder Puffs

A Play in Two Acts for Christmas Programs

ANNA MANLEY GALT

Time: December.

Place: Hi-Y Room in Ashtown High School.

Characters:

Bob Merrell, high school athlete and general favorite

Marylin Knox, president of Girl Reserves
Miss Isobel Creighton, pretty faculty adviser

Jack McDonald, alway knocking, but influential

Phyllis Hemingway, Jack's shadow

Tom Breed, studious type, commonly called a "greasy grind"

Ward Harvey, specializing in business

Alice De Young, religious enthusiast

Geraldine (Jerry) Ross, cub reporter on the Blue J, the school paper.

For both acts the stage is the same, a typical school club room, with desk downstage to the left, movable chairs, pennants, book cases, etc. Just about a dozen chairs altogether, grouped around the desk.

(Enter Jack and Phyllis, with notebooks and school paraphernalia. He sits on the edge of the desk swinging one foot; she sits facing him, and applying rouge to an already made-up little face.)

JACK. I called this meeting—at least I got Bob to do it. They were beginning to talk about that old box of Christmas dope for the heathens, and I intend we won't get sucked in on that again this year. I've got enough places for my shekels without sending skates and jack-knives to some hill billies I'll never see.

PHYLLIS. You're just right. I don't know how I'm going to pay my bill at the drug store the way it is, and Dad won't loosen up with any more cash.

(Enter Tom Breed, his nose in a book of ponderous proportions.)

JACK. 'Lo, Tom. Why so studious?

TOM *(without looking up gropes his way to a chair)*. I'll just study till all the committee get here. Got a term paper to write. *(Jack and Phyllis exchange amused glances.)*

Enter Ward and Alice. Jack jumps down from the desk and approaches them.)

JACK. I want you folks to vote this down

today.

ALICE. I don't even know what the meeting's about.

JACK. Well, they're going to try to put over that old Christmas box for the Kentucky mountaineers, and we're all bored with it.

ALICE. But Jack, they haven't a thing. Aren't we our brother's keeper?

JACK. That sob stuff used to go, but in this day and age, we're PRACTICAL.

PHYLLIS. If they didn't have that silly old rule about not sending old things, I'd help a lot. I have several old party dresses I'd like to ship them, and that would be a talking point for some new ones for Phyllis!

(Enter Geraldine, reporter's pad in hand.)

GERALDINE. Anybody know anything? I've got to get in two columns, and I don't even have a stickful yet.

WARD. Yeah, I know something. Bob took Marylin Knox to the Granada last night. Put that in the Blue J to start some excitement. Here they come now.

(Enter Bob and Marylin reading a letter. They greet everybody.)

JACK. Now if the late Miss Creighton would just show her face, we could all begin.

PHYLLIS. Yes, we're all too busy to sit around waiting.

(Enter Miss Creighton.)

MISS C. So sorry to be late! Professor Sharpe called me on a conference.

(Bob sits down at the desk and the others stop talking. Tom Breed with evident reluctance tears himself from his ponderous book.)

BOB. The meeting will come to order. As you know, we've been selected as a joint committee of Hi-Y and Girl Reserve to make plans for the annual box of Christmas things to the mountain school in Payer, Kentucky. Marylin, you just read us that letter.

MARYLIN *(reads)*. Dear Christian Friends: As the holiday season comes around, we are reminded of your past generosity in toys, games and clothing in your Christmas box. For five years we have looked forward to it. I just want you to know how important it is this coming season. A drought hit this sec-

December, 1935

tion in July, and the shortage of blue grass has worked a great hardship on the natives. As you know, their chief revenue comes from the sale of their famous blue grass seed.

Yours gratefully,
JANET CREIGHTON,
Teacher of the School,
Player, Kentucky.

BOB. You've heard the letter. Do I hear a motion?

JACK (*quickly*). Yes. I move you, Mr. President, that we discontinue sending the box this year. We've done our duty by them. We've got class dues, class rings, annuals, photos, athletic tickets, lyceum tickets, and announcements for rich aunts and uncles to buy. I don't think it's necessary for us to do it all.

PHYLLIS (*talking fast*). I second that motion. Let some other high school do this for a while.

(*A dense silence greets these startling motions. None of the students had ever thought of such a possibility. They exchange amazed glances.*)

BOB (*hesitatingly*). Any further discussion? (*No one can talk, though everyone has plenty to say.*)

ALICE. Really, we can't go back on them now. It is home mission work.

WARD. I suppose it is really a business proposition. If that same money spent here would do more good than there, let's let them stay with their moonshine and feuds.

GERALDINE. I've always liked to think of them all gathered around as they opened the box. But I'll admit it will make a bigger story for the Blue J if we drop it. I can just see the big headlines: "School Deserts Mountaineers. Pressure of Financial Obligations at School too Great. A Sad Christmas for Player, Kentucky."

MARYLIN. Well, (*slowly*) of course we have to make a sacrifice to do these things, but that's what makes them worthwhile.

JACK. Now, Marylin, let's cut out the preachy stuff. We're just too sentimental. They probably don't care a bit about the gee-gaws we send. If we'd cut it out this year, maybe we could all chip in and send them a radio next year.

TOM. Yes, a fine idea—when you're out of school!

BOB. Miss Creighton, what do you think about it? It's strange this woman who wrote has the same name as you. She's not the same one who has written us before.

MISS C. A faculty adviser, you know, is just a friend, and not a dictator. Perhaps you could all think it over and call another meeting.

JACK (*brusquely*). Let's decide it now. There's a motion before the house.

BOB. It IS almost class time. Are you ready for the question?

(*Several voices, as the students gather up their books, say*) Question!

BOB. It has been moved and seconded that we do not send the annual Christmas box to Player, Kentucky. All in favor (*a bell rings loud and long*) signify by saying Aye.

(*Ward, Jerry, Tom, Jack, and Phyllis vote Aye. Miss C. does not vote.*)

BOB. Contrary the same sign.

(*Marylin and Alice vote Aye. Bob as chairman does not vote.*)

BOB. Motion is carried That's all for today.

(*All exit to class, Jack and Phyllis happy, Tom with his nose in a book, Alice saying to Geraldine, "I can't see how it happened. How can we ever tell them?" Others just hurrying to class, Miss Creighton sitting with her head on her hand looking very thoughtful.*)

ACT II

(*Same room three weeks later. Miss Creighton is seated at the desk reading a letter, and humming a little tune as she reads. She looks mysterious. Enter Alice. She slips her arm about Miss Creighton's shoulder. Miss C. folds the letter and looks up at her.*)

ALICE. Nearly Christmas—just five days and then half the world will be overeating and half will be hungry and cold.

MISS C. Yes, but year by year we're learning better how to care for the hungry and cold.

ALICE. It didn't look that way three weeks ago, when this selfish committee voted down the box to Player, Kentucky. Really, Miss Creighton, I nearly died of shame. In fact (*looking around cautiously*) I'll tell you a secret. I sent a little box of my own. It wasn't much—just six little Testaments and six pairs of children's stockings.

MISS C. That was just marvelous, Alice. Alice. I'll not tell either.

(*Enter all the others with Bob in the lead. They break up in little chatty groups; Bob comes straight to Miss C. and confers with her over the letter.*)

BOB. All right, I'll have you read it aloud.

TOM. I hope the meeting will be short.

for I have an outside reading report to get in.

WARD. Yes, and I'm working extra at Reyburn's, and I'm due there in twenty minutes.

BOB. Let's come to order, folks, for we're all busy. Miss Creighton asked me to call this meeting so she could read us a letter.

MISS C. This is a mystery story, and I'm not detective enough to solve it alone. I thought maybe some of you could help me. The letter begins:

"Dear Friends: I just can't tell you how surprised and thrilled we were at your new way of handling your Christmas box to our school. The idea of nine separate packages instead of the one big box was a marvelous one. Each box came on a different day, and that made us nine surprises instead of just one. And then, such gifts! Seemed to me each one was trying to send a box for the whole group. It was fun, too, having the names in them. The children had a lesson in language work, imagining what each giver looked like, as we studied the boxes. We opened them as they came, and you'll never guess what a joyous Christmas surprise it all was for us."

Now, can any of you help me solve this mystery? It's worse than a cross-word puzzle. *(She looks amused but mysterious.)*

BOB *(with a quizzical smile)*. Well, Miss Creighton, if confessions are in order, I'll make mine first. *(All present look as if they had been caught stealing sheep.)* After our meeting I got to thinking about the little beggars down there, and the more I thought, the worse I felt. So I decided I'd send 'em a football. One of the kids, named Ellis Hungerford, wrote me a scream of a letter asking me how to play football. I used to think I knew something about football, but I've carried this letter around for a week, trying to think how to give them directions they could understand at long distance. I was like the girl who said she didn't know much about football, except that it took nine innings to make a score!

MISS C. Any more confessions? *(All grin sheepishly but no one volunteers.)* All right, I'll just read some more of the letter. She goes on to say: "All the girls here decided Phyllis must be pretty, because she sent powder puffs, lace-trimmed handkerchiefs, and the Pagan Love Song in her package."

PHYLLIS *(laughing)*. Yes, I had a time to get it to the postoffice without the whole bunch of you seeing me. I met Jack in the

music store, and he asked me why I wanted another copy of the Pagan Love Song. Jerry ran into me at Reyburn's, and Marilyn in the postoffice, after I had it all wrapped and addressed. She asked me what I was dragging around, and I told her it was some foul stuff of Dad's—more or less true, since he paid for it!

WARD. That reminds me of the time I had. I was picking out a couple dozen fancy pencils and some story books, and Tom came in and insisted on reading every book I had picked out; but he luckily never did ask me what I was going to do with all the juveniles.

Tom *(with a wink at the others)*. I guess I just thought you were going in for a little reading yourself.

WARD. By the way, Tom, what did you send?

TOM *(shyly)*. I've sort of forgotten.

MISS C. *(consulting the letter)*. Well THEY haven't. Janet Creighton writes they decided Tom Breed must be a ladies' man, because he sent such a beautiful picture of Mona Lisa, for the school room wall.

(Gales of laughter from everybody and a grunt from Tom.)

GERALDINE *(explosively)*. This is a wow of a story. It'll be a headliner on the front page of the Blue J. Come on with the rest of the confessions. *(She has been taking notes all along.)*

MARYLIN. If Jerry went to heaven, she'd get a whale of a story out of St. Peter.

WARD. I'd rather try to get a whale of a story from Jonah.

ALICE. I already confessed to Miss Creighton. I just HAD to send something.

MISS C. Jack, will you confess your share in this, or shall I read it out of the letter?

JACK. Oh, it wasn't much. Every time I thought about the little beggars I felt like a rotter. So I had Dad give me my Christmas money early and sent some little red mittens and junk.

MISS C. *(consulting the letter)*. "Twelve pairs of mittens and six pairs of boots, which fit the six middle-sized boys fine. I was a little surprised at such a glorious gift from a boy named Jack MacDonald, for that name sounds Scotch. *(Grins from everybody.)*

JERRY. Marilyn hasn't confessed. This is the biggest story I ever wrote. I think I'll try to get it in the Sunday Star, too.

MARYLIN. Well, I just sent some pretty pink bathtowels and wash cloths to match. I

(Continued on Page 27)

News, Notes, and Comments

YOUTHFUL WANDERERS

Boys who are dissatisfied at home, others hunting jobs, and still others who merely want to go places and see things, thereby becoming wanderers, are promptly gathered in and detained when they reach Los Angeles.

There is a camp for all sorts of transient youths located in Griffith Park, the largest municipal park in the country. The boys call it Camp Cummoche, the Indian way of saying "half way point." There these young fellows work hard on various improvements each day for board, shelter, clothes and railroad fare back to their homes.

In the small amount of leisure that remains after working hours the youthful wanderers are given instruction in common school subjects, sports and games.

The director reports that the camp is now full to overflowing. The cost of its maintenance is entirely taken care of by the federal government, and it is considered to be a wise investment in the making of future good citizens.

JUNIOR AUDUBON CLUBS

The National Association of Audubon Societies, 1775 Broadway, New York City, is able, because of its endowment, to supply materials to teachers and children at approximately one-half actual cost?

During the school year 1934-35, ended June 1st, 3,913 Junior Audubon Clubs were formed and 120,664 children were enrolled as members. Since the inception of this Club plan over 5,000,000 children have been enrolled.

The object of the Audubon Association in stimulating the formation of such Clubs is to help the cause of bird protection. The future of American wildlife lies in the hands of our children.

The plan is simple. The teacher may explain to the pupils that they are going to form a Junior Audubon Club, and that every child wishing to be enrolled must bring a fee of ten cents. In return he will receive six beautifully colored bird pictures, each of which is accompanied by a leaflet with four pages of text written by well-known authorities on bird life. Some of these texts are additional-

ly illustrated with pen-and-ink drawings. The leaflets tell about the habits of the birds, their courtships, songs, nests, food, summer and winter homes, etc. The newer leaflets are furnished in two styles one for children in Grades 1 to 5 inclusive, with shortened, simplified text and larger type; the other for the older children. With every leaflet there is also furnished an outline drawing which the pupil may crayon in by copying from the colored plate. Every Club member receives an attractive Audubon button which serves as the badge of membership in the Club; this year's buttons display the American Eagle and the Canvasback Duck.

Every teacher who forms a Club of 25 or more children receives free a year's subscription to Bird-Lore, which is the organ of the Audubon Association and contains much material helpful to the teacher and interesting to both pupil and teacher.

Forming a Junior Audubon Club is a splendid way to vitalize natural science work, as well as awaken in the boys and girls an appreciation of the beauty and economic value of our native birds.

Unification of school contests in Nebraska is being undertaken this year under "The Nebraska High School Activities Association."

A safety booklet called "We Drivers" has been prepared by the General Motors Corporation adapting talks which have been given over their radio broadcasts. This is useful for safety contests and classes for traffic study. Requests may be addressed to the corporation at Broadway at 57th Street, New York City.

The extent to which motion pictures will be studied in school and colleges during 1935-36, is evidenced by a report that sixty-three photoplays of educational interest will be released during the coming academic year. Ten pictures have been tentatively selected for discussion in motion picture appreciation courses, and study guides will be provided to supplement the study of these photoplays.

This report was made by Dr. William Lewin, Chairman of the Motion Picture Committee of the National Education Association's

Department of Secondary Education, to Dr. Ernest D. Lewis, President.

Among the new pictures of interest to educators Dr. Lewin listed "Romeo and Juliet," "A Midsummer Night's Dream," "A Tale of Two Cities," "Oliver Twist," "Little Lord Fauntleroy," "Anna Karenina," "The Good Earth," "Ivanhoe," "Kim," "Mutiny on the Bounty," "Knights of the Round Table," "Marie Antoinette," "Forty Days of Musa Dagh," "Three Musketeers," "Quality Street," "Last Days of Pompeii," "Faust," "Carmen," "The Crusades," "Crime and Punishment," "Dodsworth," "Little America," "Life of Pasteur," and "Twenty Thousand Leagues Under the Sea." Every studio is contributing its share of pictures taken from high literary sources, he said.

On October 9th, a pageant PROGRESS OF YOUTH was staged by the Pontiac Senior High School of Pontiac, Michigan. W. N. Viola, widely known for his work in this line, was both author and director of the pageant. Press reports give a glowing account of the success of this project.

STUDYING CONSERVATION

Forests and rainfall and their effects upon each other are major problems that mean even more to Californians than to the inhabitants of many parts of our country. For this reason teachers in the city schools of Los Angeles are instructing pupils in classes of agriculture that conservation is far better than waste.

Students are now given a valuable course in forestry. They are taught the propagation of trees. These baby trees are cared for by the children and grown in the school gardens.

At week-ends in spring pupils take the small trees into the mountains and set them out. There, too, a study is made of soil erosion, watersheds and their protection by chaparral and trees, prevention of fires and their control.

Pupils are also taught surveying and how to build brush and rock dams, trails and roads. Still another phase of forestry taken up is rains and the resulting run-off.

An intensive study is made of mountain plants, grasses and trees, the gathering of their seed, and the types of soil and their various effects upon vegetation.

Diseases of trees and insect pests that trouble them, their cure and control are important lessons learned.

FOOTBALLS AND POWDER PUFFS

(Continued From Page 25)

thought they might like them. By the way, Jerry, we haven't heard a word from you.

JERRY. Well, I wasn't going to tell. You know, I never had spent that \$50 I got for that chemistry prize essay; and when we voted not to remember Player in our Christmas lists this year, I thought we were such poor sports that I decided maybe a portable and some records would make up for no box. I sent two jazz, two Sousa's band numbers, two John McCormick ballads, and a whole bunch of Christmas carols.

MISS C. They like those best, Janet writes. They've learned to sing "Silent Night" with the record already.

BOB. That seems to call the roll. I guess we all had about the best time we ever did, shopping for those little hill billies. I know I did. I bet I'll keep that funny letter about football all my life!

MISS C. Ready for my confession? Janet Creighton, their teacher, is my sister, and she was just thrilled about my having you all in school. She never did know that you decided not to send this year. I wanted you to do it without knowing that she belonged to me, and that's the best part of the whole thing to me. I'm going down there for the holidays, leaving tomorrow night. I'm taking a kodak along, and I'll bring back half a hundred pictures of them, wearing and enjoying all your grand gifts.

GERALDINE. Oh, do, because I'll need illustrations for my feature story.

BOB. We'll have to adjourn now, if Ward is to get to work on time. I think we've already had the best part of our Christmas. I'm already thinking about what we'll send them next year.

(All start away and chatter as they go.)

MARYLIN (to Miss Creighton). When you get down there, give them all our love.

BOB. Especially my football friend, Ellis Hungerford!

(NOTE:—For the convenience of subscribers who want to stage Footballs and Powder Puffs, *School Activities* will supply copies of the play at 10 cents each.)

Nothing is too small to enlist our attention if it is big enough to interfere with our success. A grain of sand in an oyster shell makes a pearl, in your shoe, a blister.—*Virginia Journal of Education*.

Have You Read These?

By the Editor

"Show this young lunatic out and never let him trouble me again." So shouted a great pioneer railroad magnate when young George Westinghouse attempted to interest him in a device "to stop trains with wind." Spect the magnate kicked himself a good many times thereafter when he had to buy airbrakes and pay added royalty to the "young lunatic." You will find this story (and plenty of other engaging details) in a most attractive illustrated article, "Safety and Invention," in *Safety Education* for November. It was written by Marshal L. Oliver.

Few things are really new, but perhaps this one is—six-man football. Nearly all boys like to play football but those in small schools (and there are far more small schools than large ones) do not have the opportunity because of lack of players and also because of the expense. Hence, this adaptation of modern football. The field is 60 feet shorter and 40 feet narrower. On the team there are no guards and tackles. All but the center are eligible to receive passes, and the backfield composes half of the team. Only nine new rules are added. Interested? Then read "Playing Six-Man Football," by Stephen Eppler in *The School Executive* for October.

Are you developing your library? Then you will be interested in "Lilliputian Libraries," by Jake Zeitlin and Charles Dunning in *Review of Reviews* for October. The recent development of micro-photography may so revolutionize our newspaper, magazine, and book printing that you can carry a dozen books in your pocket. And all you will need to read them will be a reading glass, magnifying spectacles, or a low-powered binocular microscope.

"In our democracy a 98-100 per cent vote is cast." Whew! That is just about a record. Must be an intriguing community. It is. A miniature school democracy with registration, election boards, and twice-a-year elections. In this organization there is a city council, mayor, police court, traffic division, health department, postal system, library, bank (with even a "foreign investments" de-

partment) grocery store (which charges a sales tax) milk station, theater, and broadcasting station. Bet you would like to know more about it. If so, read Lucile Rood Kelly's article, "Education Through Real-Life Experiences," in *The Instructor* for November.

We all have heard parents say, "I want my child to have a better education than I had," but how few of us have heard them say, "I want my child to learn to control himself better than ever I did." Isn't this second ideal as important as the first? If so, where in the school can it be best promoted? Education in facts and skills may come best through the classroom, but education in control probably comes best through activities and especially through the homeroom opportunity, if the leadership is competent. A very excellent article on the place of the teacher in the homeroom is Ruth Osgood Denning's, "Guidance Through the Homeroom," in the October number of *The Junior-Senior High School Clearing House*.

"Insistence of principals, school boards, fraternities, cliques, that dramatics shall pay for grand pianos, building repairs, and a thousand and one other items has destroyed its educational value in the majority of cases." That is TRUTH in capital letters. It comes from "Dramatics as a Dynamic Force in Education," by Ivard N. Strauss, in Edward J. Eaton's "Extra-curricular Number" of *Education*, October, 1935. The other eight articles are on "Basic Conceptions," "Education Through Play," "Home Room Activities," "School Publications," "Assembly," "Music," "Council," and "Puppet Club." This number is well worth reading and having.

"We need to de-emphasize high school football. Allow high school teams to play only one, two, or, at most, only three games a season." Who says so, some swivel-chaired old codger who never had a football in his hand? Not much! Dick Hyland, former star halfback at Leland Stanford University. Further, "Anyone who allows football to be played by immature boys—or any other boys—without proper supervision is a potential

killer . . . 40 of the 42 deaths during 1931 . . . and every death in 1932 were of sand-lot, grammar school, high school, or minor college boys" By all means read Hyland's, "Should High School Boys Play Football?" in *Liberty Magazine* for February 4, 1933. This article is nearly three years old now, but it is still timely and appropriate. And it is mighty interesting, too.

VITALIZING THE HOME ROOM DISCUSSION

(Continued from Page 7)

about it? That question can be answered in a very few sentences.

First, home room advisers should be supplied with adequate materials covering a wide range of topics relating to the development of desirable social, civic, and moral attitudes.

Second, a committee of teachers should be appointed for the purpose of discovering current problems and incidents in school life which can be made the basis of a home room discussion, and these observations should be passed on to the home room advisers. The committee should suggest to home room advisers what topic materials may be adapted to these problems or incidents.

Third, home room advisers should provide the opportunities for home room members to discuss and, if it is feasible, do something about these real life problems. If the adviser has some observation of his own, or if some home room member has raised a problem which in the opinion of the adviser is better or more urgent, he should be given the freedom to substitute for the committee's recommendation.

One example will serve to illustrate the practical advantage of the suggestions contained in the previous paragraph. Several years ago in the writer's own school a problem developed with respect to conduct in assemblies. Included in the schedule of home room discussions was a topic relating to proper conduct in public places, but the time for general home room discussion of that topic had not arrived. It was decided to disrupt the schedule and to begin immediate discussion of the topic. The student council, on which each home room had a representative, was called into meeting and the problem presented. Each home room representative agreed to introduce the problem for discussion in the next home room meeting. Ad-

visers reported the most successful home room discussion of the year. Incidentally, assembly conduct for the remainder of that school term was excellent.

In the home room the school has an unprecedented opportunity to develop a real life laboratory. The home room is comparatively new, and home room procedures, as yet, have not become standardized. Administrators and home room advisers should realize that if this provision of the modern school is to satisfy the need which called it into existence, formalism and artificiality must be kept out, and the naturalness of real life jealously guarded.

The absolutely good, the absolutely true and the absolutely beautiful are figments of an anchored imagination. The absolute exists only in the city of our hopes and dreams, in the realm of the unknown.—*Virginia Journal of Education*.

If a thing is right, stand for it. If it is wrong, change it. If in doubt, think and remain quiet.—*Virginia Journal of Education*.

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School Clubs

Edgar G. Johnston, Department Editor

CHRISTMAS WITH THE CLUBS

To the alert sponsor and the wide-awake program committee December offers exceptional opportunities for group programs which unite worthwhile activity with holiday cheer. The Christmas season presents such a variety of appeal that every group may find suggestions appropriate to its function and with ample scope for originality in planning. A language club may explore the Christmas customs of other countries or of other days; young craftsmen and home-makers may turn their energies to Christmas presents which show the personal touch; glee clubs may turn themselves into bands of roving carolers; original stories with a Christmas theme may present a challenge to the members of the Writers Club; such great Christmas tales as "The Gift of the Magi," "Where Love Is," and "Why the Chimes Rang" offer a fertile field for dramatization.

Our celebration of the holiday season represents the fusing of various traditions, and it is both natural and wholesome that the observance of Christmas give appropriate recognition to the diverse elements which combine to make the Christmas season one of appeal alike to young and old, to rich and poor. Christmas customs stem from both pagan and Christian sources, and we may well utilize the best of both. The idea of this season of the year as a time of good cheer, and jovial festivity finds part of its beginning in the English Yuletide customs when the yule log ushered in the holiday season, and holly and boar's head symbolized the spirit of enjoyment. Something of the same spirit is found in the old German customs of the Christmas tree, the exchange of gifts, and the Christmas "Kuchen," so characteristic of the season. The Roman Saturnalia celebrating the end of the old year and the beginning of the new had some features not unlike our Christmas observances.

Wholesome outlet for the social instincts of youth is one of the important responsibilities of the school. It is appropriate for each group to celebrate the season with a Christmas party, which may well draw on the rich heritage of the folk customs of many lands. Sources which will be helpful to sponsor and

social committees in making the Christmas party appropriately different are suggested here:

Auld, William Muir, *Christmas Traditions*. New York: The Macmillan Company, 1931.

Campbell, R. J. *The Story of Christmas*. New York: The Macmillan Company, 1934.

Smith, Elva S., and Hazeltine, Alice I., *Christmas in Legend and Story*. New York: Lothrop Company, 1915.

Schauffler, Robert Haven, ed., *Christmas: Its Origin, Celebration and Significance as Related in Prose and Verse*. New York: Dodd, 1907.

Walsh, William S., *Curiosities of Popular Customs*. New York: Lippincott, 1897.

National Recreation Association, 315 Fourth Avenue, New York, New York: *The Christmas Book* (1926). \$.50 (pamphlet).

Coleman, Satis. N., and Jorgenson, Elin K., *Christmas Carols From Many Countries*. New York: Schirmer, 1934. (\$.50) (pamphlet).

More important in the observance of the holiday spirit is the emphasis on giving, as well as on getting, at the Christmas season. It is encouraging to see in that barometer of youthful interest—the school newspaper—the extent to which high school clubs and homeroom groups make some social service project activity at this season of the year. One function of education is to quicken generous impulses through giving them suitable outlet, and every club may find a type of project appropriate to its activities. Much of the significance of Christmas has been lost if pupils have not been led to understand something of the hardships of those less fortunate than themselves and to contribute to their happiness. Such a project is best carried out through arrangement with a hospital or children's home or through contribution to the local social service agency. These institutions will know where the greatest need is and can avoid the personal contact between giver and receiver. The desire to deliver a gift in person and to see the increase in happiness it affords is natural, but children should be led to see the danger of a spurious generosity. The true spirit of giving is to be found in sharing with no thought of gratitude on the part of the

recipient. The large children's party in which groups of poor children are brought together for fun and small gifts is not to be condemned in this relation but the Lady Bountiful visits with the provision basket are to be discouraged.

Finally, Christmas provides an opportunity all too rare in our intellectualized school program for an impressive ceremony with rich emotional appeal. The observance of Christmas is a part of the spiritual heritage of the race. The Christmas carols with their simple rhythms and sincere expression of a childlike faith furnish a restful contrast to the jazz which comprises so large a part of the musical fare of the modern adolescent. Dramatizations of the Christmas story have universal appeal to youth. There is no place in modern education for sermonizing but there is a very real place for programs which make generosity and kindness and reverence live in the experience of boys and girls. Many school clubs have made their own programs impressive or have united with other clubs to make the annual Christmas ceremony of the school a time of beauty and sincere feeling which pupils remember as high spots of their school experience.

Some Typical Programs

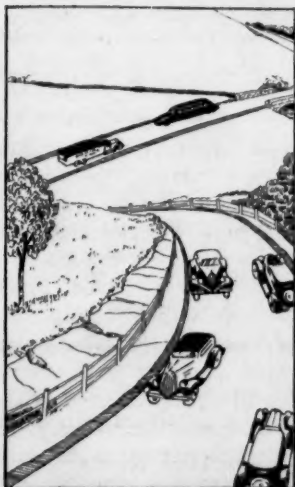
The programs presented below illustrate typical Christmas activities of school clubs. Some of the reports have been sent in especially by school sponsors others are gleaned from the columns of high school newspapers. They are presented as suggestions which can be adapted to the needs of individual schools.

The German Club of Jefferson High School (Lafayette, Indiana) celebrated the Christmas season with a special program of German Christmas songs and a dialogue "Von Christag." Refreshments typical of the German holiday season were served. German books and wood carvings were placed on exhibit during the week.

Language clubs are active at the University High School (University of Michigan, Ann Arbor, Michigan). The annual Christmas play at the University High School last year was presented by the Latin Club. The play "Christus Parvulus" was a Latin version of the Christmas story adapted from Dwight Nelson Robinson's "Plays and Songs for Latin Clubs." "Adeste Fideles" and other traditional Latin hymns furnished the music for



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the play. For the benefit of non-Latin members of the audience a program containing the words of the play in parallel columns of Latin and English was provided. The play was preceded by a traditional carol program in which the student body marched into the darkened auditorium singing carols and carrying replicas of antique candle lanterns made by the industrial arts classes.

Christmas customs and songs were features of a program given by the French Club at the University High School last year, in which members of the German classes were invited to participate also. The program opened with "La Marseillaise" followed by the "Proces-Verbal." The seventh grade French class had made a creche for the occasion, and after the presentation of this little scene the German classes gave their version of "Sankt Nicholas." "Marches des Rois," "Pique-Fou," "Offrande des Provinces," "Minuit Chretien," and "Le Reveillon," and "Noel" were the other numbers on the program. The program was concluded with the singing of "Nouvelle Agreable."

The clubs of the University High School at Oakland, California were active in celebrating the Christmas season as reported in the "Daily U-N-I," one of the few daily newspapers published by school groups. The W. B. Society, the Rainbow Club, and the Service Club combined in a Christmas project to provide a party for 300 children at the public health center. Santa Claus distributed presents to each child from a gaily decorated Christmas tree. A package containing a toy and a stocking filled with candy, nuts, and apples was presented to each child. Members of the club presented a short entertainment and carol singing. Transportation of children to the party was provided by members of the clubs, and the presents were financed through sale of holly and through collections from the student body. In an article in the "Daily U-N-I" the president of the "Rainbow Club" says:

"The only way gifts can be given tactfully to the younger children is through the medium of a Christmas party with Santa Claus presiding. The radiant joy which illuminates each small face when Santa Claus gives out gifts to him more than repays us for all the effort we expended upon the project.

"I hope every one in the school that possibly can will bring a gift so that all

the children will receive one. Of course food and clothing are essential and will be needed, but the gifts that the student body brings will be the only Christmas cheer these unfortunate children will receive.

"We urge that students bring their contributions early in order to give us adequate time for classifying the gifts, goods, and clothing."

The Every Girls and Every Boys Clubs of the John Burroughs Junior High School at Burbank, California, unite in presentation of a Christmas play presented before the parent-teacher association and as part of the community celebration. The play "On the Bethlehem Road" was presented last year. The scout troop prepared baskets filled with food, clothing, and toys for distribution to needy families.

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School (Detroit, Michigan) gave a party for children of the Gershon Nursery, distributing gifts and candy among the children. Another Christmas project carried out by this group is the making of scrapbooks containing pictures, games, puzzles, etc., to be distributed to hospital children.

The Commercial Club of the Wyandotte (Michigan) high school sponsors a Christmas card contest to raise money for Christmas activities. This presents a novel project for typewriting classes.

Each year the Library Club of the University High School (Ann Arbor, Michigan) takes the responsibility for decorating the library for the holiday season and providing a Christmas tree. The decorating, which is always very simple, is done some noon hour two or three days before the Christmas assembly program. Wreaths are hung in the doors, candles set in the windows, and a Christmas tree set up in the middle of the room and decorated. Then a notice is sent around to the home rooms inviting pupils who have toys or books or even clothing which they have outgrown and would like to give to some one to bring their contributions and place them under the library Christmas tree. Some pupils who do not have the other articles bring apples, candy, or other food. Then on the afternoon of the Christmas assembly the ninth grade social studies class takes the gifts to the University Hospital for distribution among the child patients. The tree itself is also sent to the hospital for the Christmas celebration there.

At Morrill (Kansas) High School there is a most active Booster Club, the purpose of which is to establish and maintain a kindly spirit between the school and community. It has made special study of "How to Get Along with People," "Strategy in Handling People," etc.

At the Christmas season this booster club plans the itinerary, sends greetings to shut-ins, and tells them when they may expect the high school glee clubs, and otherwise promotes carol singing.

The result of these efforts is an excellent project for each of three clubs (booster club and glee clubs combined) and an immense amount of good will to the school—to say nothing about the dissemination of the Christmas spirit.

The Tappan Junior High School of Ann

Arbor, Michigan illustrates in its activity program the philosophy that activities are not something extra but a part of the curriculum of the school. The all-school program presented below was carried out largely through class activity but presents suggestions which glee club and dramatic groups might well carry out as a club activity.

Hansel and Gretel: A Successful Christmas Operetta by Junior High School Students (Presented by the Tappan Junior High School Ann Arbor, Michigan. Published by Birchard and Company.) Although not a sacred operetta, this production was given at the

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Christmas season three consecutive years with outstanding success. Its full title is: "Hansel and Gretel: an Operetta Sung in Unison by a Large Chorus, with a Few Solo Parts, for Junior High School Students."

An unusual feature of its production was the method of rehearsal. All rehearsals took place in separate classes until the final all-school rehearsals. This made possible a high degree of integration among the several classes and departments. For instance, in the physical education classes all dances were created by the students with the assistance of the instructor, the music was sung and played in the music classes, and the costumes were originated and completed in the home economics classes. Characters having speaking roles were coached in diction and stage action in English classes. When these separate units of the operetta were assembled at the final rehearsals, under the sympathetic and skillful direction of Mr. Kenneth Marantette, true integration was achieved.

Most inspiring of all were the final rehearsals when three hundred ninety members of the school body, not actually on the stage during the performance of the operetta, became the chorus! For the public performances a smaller chorus of one hundred ten members sang from the balcony of the auditorium.

Although three performances were given each year in the school, there was a demand for an additional showing during the Christmas season. The result was that, for the first time in the history of the Ann Arbor junior high schools, an all-school production was given in the Lydia Mendelssohn Theater. (Report submitted by Parker O. Pennington.)

THE SCHOOL DANCE

(Continued from Page 9)

older people, and aid in overcoming awkwardness and embarrassment through constant practice of the social graces in real situations.

Negative arguments have been mentioned and will probably continue to be presented from time to time as long as people in various parts of the country feel so strongly as they do about it. Some rather interesting statements supporting the negative side of the question were found in a letter printed in the *Journal of Education* for March, 1916:

"To say that the majority of people ap-

prove of dancing (if that is a correct statement) does not make it right for the school to sanction it. Because the majority of people at one time approved of drinking intoxicants and in some localities the majority still favors it, should we, in the light of our present knowledge, accept as conclusive evidence that it is right? We have found that the only correct regulation of an evil is its prevention or prohibition. Should we teach smoking and chewing tobacco in the high school because the majority of men use it and thereby favor its use?—Shall we teach card playing in schools for the same reason?—To say dancing will probably go on somewhere anyway, and it is better to be done where teachers and parents may participate, is like legalizing the liquor some will drink.

"It seems to me the public would better go cautiously in putting its stamp of approval on such dangerous and questionable amusements. Are you sure boys and girls having learned to dance under the supervision of the school will not dance at other places as well without chaperonage? Then who is responsible?"

In the light of events which have occurred since this article was written, it seems terribly narrow and old-fashioned. It classes dancing in the same plane with drinking and smoking while dancing in the minds of most people belongs on a much higher level. It has happened, however, that prohibition and prevention were not successful in dealing with the liquor problem. Neither were they successful in dealing with the dancing problem. That has been tried too. It is more important to teach boys and girls high standards of conduct to practice in places without chaperonage than to prevent them from attending those places.

The school dance as a problem can and should be handled successfully by every school in communities where dancing comprises a large part in the social lives of the people.

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Stunts and Entertainment Features

Mildred H. Wilds, Department Editor

DANCE OF THE CHRISTMAS DOLLS

June Delight

In the old Mystery Plays depicting the Nativity it was the custom to interpose short comic Interludes. This DANCE OF THE CHRISTMAS DOLLS is an Interlude executed in a more modern style, but with the same purpose—to amuse the audience without detracting from the solemn part of the Christmas program.

COSTUMES

The two boy dolls are dressed in shorts and blouses with big bow ties and round hats with elastics under their chins and ridiculous little streamers hanging down about three inches in the back.

The two girl dolls wear short dresses with big bow sashes tied in back, and socks and hair ribbons. They have obvious wigs heavy with many corkscrew curls. Exaggerate make-up to give the round red cheeks and open-eyed, surprised look of dolls. Remember not to smile or change expression.

MUSIC—"The Doll Dance" (popular)
DANCE.

Enter in line one behind the other, a boy doll leading and then a girl, etc. In this first step circle the stage, finishing in the center to be ready for step number II in which the dolls face the audience.

Arms are bent at elbows during the entire dance, and when right foot is up left arm is up, left foot up right arm up. Start right foot up in front.

I—
*Right foot down, left foot up—count 1
Left foot down, right foot up—count 2
Right foot down, left foot up—count 3
Left foot down, right foot up—count 4
Right foot down, left foot up—count 4
Repeat starting left foot up.
Repeat whole from star.

II—Facing audience in a line feet together
hop toward right—
hop—count 1
stop—count 2
hop—count 3
stop—count 4

Then seven little jumps to left, two for each

count thus—

jump—count 1

jump—count &

jump—count 2

jump—count &

Feet together hop toward left as above.

*Make seven little jumps and in doing so make a complete turn to right in place.

Repeat from star to left.

III—*Right heel forward, toe in air. Bring right hand (elbow bent) to toe—count 1

Right toe on floor, and weight on it. Raise hand—count 2

Same left—counts 3, 4

Repeat whole from star.

IV—(Ned Wayburn's Step)

*Step right with right foot—count 1

Cross front of right foot with left foot—count &

Step right with right foot—count 2

Face left, left foot heel on floor with toe up—count &

Step left with left foot—count 1

Cross front of left foot with right foot—count &

Step left with left foot—count 2

Face right with right foot heel on floor and toe up—count &

Repeat whole from star.

V—Start with music back to beginning of dance (omit introduction)

Start feet together.

*Right leg up in high kick to side—count 1

Leg down—count 2

Same left—counts 3, 4

Repeat from star.

Repeat same turning a quarter of a turn on each count. Turn toward right.

VI—The dolls are now facing the audience at the front of the stage. This is a traveling step at the end of which they are lined up facing the audience at the back of the stage.

*This step makes a complete turn.

Jump right foot to right—count 1

Weight on left foot—count 2

Jump right foot to right—count 3

Weight on left foot—count &

Jump right foot to right—count 4

Weight on left foot—count &

Repeat three times from star, each time trav-

eling one fourth of the distance from front to back of stage.

VII—Flea Hop

*Pick up right foot—count &
Slide right with left foot and bring the right foot down to it—count 1
Pick up left foot—count &
Slide left with right foot and bring left foot down to it—count 2
Repeat from star twice.

VIII—

*Four hops forward on right foot with left foot out in back.
Do this diagonally down stage
Repeat with left foot
Repeat whole from star.

IX—"Skooch"

From squatting position on toes, hands go down on floor and feet and legs stretch out in back with toes touching floor. This is done simultaneously—count 1

Squat on toes with arms pointed up—count 2
Skooch—count 3

Squat on toes with arms pointed up—count 4
Repeat twice.

X.—Breach Jump

Do this step on heels as much as possible instead of toes.

Standing on both heels.

Step back with the left foot—count 1

Step back with right foot bringing it to left foot—count &

Step forward with the left foot—count 2

Brush forward with the right foot—count &

Put weight on right foot and swing left back—count 3

Brush forward with the left foot—count &

Put weight on left foot and bend way forward from waist—count 4

Wait in this position till applause.

GUESTS IN GROUPS

Raymond Welsh

A novel idea was used in the Sayre (Pennsylvania) Junior-Senior High School to stimulate interest in club activities and also to create interest in basketball and to arouse school spirit. A letter was sent to each of the twenty-six clubs in the school as follows:

Dear Club Members:

Tuesday evening, January 22nd is 'club night' for the Sayre basketball teams. Each club of the school is cordially invited to attend the game in a body as the guests of

the Junior and Senior High teams. Sayre will play at 8:00 P. M., and some fast boxing and wrestling bouts will follow the game.

Will you please notify us of the approximate number that will attend so that tickets may be given out and a section reserved for your club? Have a club poster with the name of your club and sponsor in your club section.

(Signed)

Coach

A similar letter was sent to the Rotary, American Legion, and Veterans of Foreign Wars. Each club had a reserved section in the gym with an appropriate poster in that section. Some of the clubs put on stunts between halves and before the games. For example, the "Sports Club" came to the game dressed in hunting and fishing clothes. Com-

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December, 1935

petition in cheering and singing was enjoyed between halves. As a result of this evening's entertainment many new members were added to the various clubs.

Raymond Welsh is director of Athletics, Sayre Junior-Senior high school, Sayre, Pennsylvania.

GOOD CITIZENSHIP AWARDED

Lillian Shuster

Each month in Ponca City senior high school a Best Citizen from among the boys and another from among the girls is elected by the student body. Any student making the school average in scholarship and who has no unexcused absences or tardies is eligible for this honor. Each home room selects a nominee from the entire school. The Citizenship committee of the Student Council checks the eligibility of all nominees before their names are presented at the regular monthly meeting of the council. The council representatives, by a non-preferential ballot, limit the number of nominees to ten, five boys and five girls. These ten names are

then placed on a mimeographed ballot and sent to home rooms. Each member votes preferentially for his first, second, and third choice for a boy and for a girl for Best Citizen. A first choice gives three points; a second, two; and a third, one point. The Citizenship committee then determines the two winners for the month.

"Once a Best Citizen always a Best Citizen." In other words, each Best Citizen is awarded a gold pin with the inscription "Ponca City High School, Best Citizen, 1934-35," and this pin becomes his permanent property. The pins are purchased by the Student Council at a total cost of about \$50. The ceremony of presentation in assembly, the honor conferred by the student body, the wearing of the Best Citizen pin, and the general attitude and esteem of the students toward the honor combine to the end that the statement "Once a Best Citizen always a Best Citizen" is true.

At the end of each school year, a Best Best Citizen for the year is elected by preferential ballot from all Best Citizens in school. The Best Best Citizen is awarded a pin similar to the others except that it has a diamond inset. Dan Garrett, a citizen of Ponca City

A Minnesota Superintendent

inserting this in a recent Bulletin to Principals——

"In arranging the professional literature program of your building this year, may I again call attention to 'The Journal of Education,' a twice-a-month periodical, published at 6 Park Street, Boston, Massachusetts.

"I think I have told you before that I first became an enthusiastic reader of this periodical some two years ago. I have learned to like it tremendously and look upon it as one of the finest things that come to my desk. I know you and your teachers will enjoy it. The content is particularly well chosen. The editing is splendid. All articles are brief. It has a special feature in a 'News Digest' which teachers will like."

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who is interested in fostering good citizenship among students, gives this award, which is known as the Dan Garrett Award. To receive this award is to receive the greatest honor conferred by the student body in Ponca City.

A FACULTY PEP STUNT

H. L. Brown

Are you looking for pep skits? If so, here's one!

The occasion was the outstanding home basketball game of the season against the school's main rival. The first scene depicted the rival school's coach addressing his team. Each character had a small placard hung about his neck on which was printed the name of the coach or a player of the visiting team. The previous honors won by the visiting team were recounted with a great show of importance and the insignificance of the opposition to be encountered in the coming game was greatly exaggerated. After strutting about the stage the players left to get ready for the game, which they all agreed was to be a 'set-up.'

The second scene showed the local coach giving his team a rousing pep talk. Placards were used here also to indicate the local coach and players. Each 'player' in the person of a faculty member, when called upon by the coach, stepped to the front of the stage to tell just how hard he expected to play in the coming contest. After excitedly grasping each others' hands as evidence of their team loyalty the players and their coach left to get ready for the game.

The third scene was held behind the closed curtains. Upon the shrill blowing of a referee's whistle the audience was given the impression that a basketball game was in progress on the stage. The bouncing of a ball on the floor, the yelling of the players and the occasional blowing of the whistle—all indicated that the game was a most exciting one. When the electric horn sounded to end the first half (which was about 15 seconds in length) the score boy came out in front of the curtain with a score board to show that the visiting team was one point ahead. This was the occasion for one of the enthusiastic girls to appear on the platform dressed in a cheer leader suit to lead the assembly in a series of yells for the home team. The second half was then played and when the final gun sounded to end the game the curtains were drawn open to show the visiting players

completely exhausted and lying dejectedly about the floor. The score board showed an overwhelming victory for the home players who were then enthusiastically applauded by the audience.

HOME TOWN DAY

George M. Dodson

"Home Town Day" gives impetus to an educational movement because it requires the students to do individual research in discovering little known facts about the town in which they live. This may include any type of material from historic information gathered direct from old citizens, down to a description of some process in a local manufacturing plant.

The material may be shaped into short talks for the final public speaking classes, or written into the spring term paper for the English class. The best paper or talk might be presented at the last assembly program. Perhaps the local newspaper can find room to print a few that point out authentic facts unknown to the average man and woman in the community. The greater the recognition that goes with good work in the project, the more eagerly the students will enter into the spirit of it.

A wealth of local interest items will be uncovered by this survey. Even the most experienced teacher and the oldest resident will alike be surprised at what is brought forth. Every student who discovers something unique will experience the thrill of broadening his knowledge by first hand methods. From that point, he will realize the joy and worth of individual research, and the possibilities of adding to the fact already gathered into his text books. With variations, the project may be used in civics and history classes. However, in English classes the subjects available are limitless, and as it is to encourage individual initiative that the plan is to be used, the best results will be obtained by putting it first in that department. Later it may be narrowed down to other studies and carried out on a more restricted scale.



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Games for the Group

Mary D. Hudgins, Department Editor

A VISIT TO SANTA CLAUS LAND

Jennie Dee

Invitations:—Printed on a small white card is the following:

The day is; the hour is

Now be on time, because

A special will be leaving

For the Land of Santa Claus.

If you wish to add a clever detail—one to start things off with the proper bang, even days before the party—get some safety paper. Cut it in long narrow strips. Pin prick it across every few inches, in between the stations which have been printed (by hand) down its length. Stations might be Lolly-pop, Land of Sugar Plum; Orange-on-the-Christmas-Tree; Snow Drift, State of Cheer; Merry Christmas, State of Happiness, Friendship Village; Felicity, Land of Dreams Come True.

Give arriving guests the illusion of being conducted into the waiting room of a large station. Somewhere a "loud speaker" is heard announcing trains. And in this unusual waiting room, names of those waiting are also announced. Almost as soon as a person enters the door he hears his name called as a member of the party bound for Santa Claus Land.

Here is a well-worth-bothering-with, but unnecessary detail. Provide tiny toy grips for each guest. Inside are balloons which squeak when deflated, wee kazoos, paper snakes—any and all small, inexpensive noise makers which serve so well as ice breakers.

When all the guests have arrived, announce departure. The train is going to be crowded and there is a general scramble for seats. Because:

OFF FOR SANTA CLAUS LAND

Arrange chairs for a game of Going to Jerusalem. Music played is Christmas music. Jingle Bells is excellent, as is any other well known Yuletide tune which does not have a religious connotation. After everybody, save one, has been eliminated, announce that, although guests were careless and got left on station platforms along the way, Santa Claus

is spiriting them to his home town just the same.

WHAT SANTA DOES DURING BUSINESS HOURS

When they arrive they find Santa busily engaged at toy making in his workshop. A guide (wearing a cap marked **PERSONAL ASSISTANT TO MR. SANTA**) offers to give them a personally conducted tour over the shop. Each tourist is given a "ticket" so that he may not be lost from his party. The "ticket" tells him that he is: a mechanical doll, a steam engine, a truck, a dancing bear, a tin soldier, a climbing monkey, a whistling bird, a pair of skates, a baseball bat, some boxing gloves, and anything else which might suit your fancy to add. No harm will be done to have several dancing dolls, and a half a dozen tin soldiers.

The guide reads from a slip of paper in his hand something like this (Add as much to this patter as you see fit.)

Now ladies and gentlemen, you see before you the original Santa Claus (Santa bows). You will see that the old gentleman is busily at work constructing some **mechanical dolls** (At this all the mechanical dolls begin to move about jerkily, and must continue to do so until the next toy is mentioned, whereas it must get into action). Now ladies and gentlemen, such a task is not an easy one, I can assure you. Not a whit more easy than the making of **steam engines** (here all the little steam engines crouch—boys go on all fours—and begin puffing about the room) for all the little boys, all over the world. But that isn't all he does, not by any means, for sometimes he spends hours working on **tin soldiers**. (The tin soldiers join arms and begin their stiff legged march.) You know about tin soldiers? Perhaps you all played with them once, yourselves. But then again you'll find him making **whistling birds**, for boys and girls alike like whistling birds. Or perhaps you'd like to see him making **climbing monkeys** (monkeys, at this, begin to climb imaginary strings) for even you could laugh at a climbing monkey. And yes, ladies and gentlemen, he makes his own **skates**—ice

skates, roller skates, all kinds of skates. (And the skaters begin to pump away for dear life.) And **trucks**, why he enjoys making trucks, almost as much as he likes to fool with constructing **boxing gloves**. You know the kind of boxing gloves they use in the prize ring—only smaller. . . . The tale may be carried on as long as the imagination of the guide holds out and the laughter of the tourists keeps up. Anybody who fails to perform his stunt, instantly, is called on for a forfeit. These are held in reserve in "Santa's pack" which lies in a corner.

WHAT'S IN SANTA'S PACK?

After a while tourists tire of watching Santa make toys. They want to know something about his pack. Seated in a circle—they are each allowed one guess. A leader in the center points to first one and then another. Each must guess something perfectly logical, and each must name something which begins with a letter of the alphabet coming just after the one beginning the word his predecessor used. For instance, the leader might announce that Santa had only fruit in his pack. But even this handicap would give a chance for answering: apples, bananas, cherries, dates, fruit, grapes, haws, June apples, kumquat, lemons, oranges, pears, quince, raspberries, tangerines. Keep the game going for some time, varying the contents of the bag. Those who miss entirely, or give a wrong answer must pay a forfeit which goes into Santa's pack.

SANTA PLEASE BRING ME

Pass out pencils and slips of paper. The slips need not be more than a few inches long but should be five or six inches wide. Ask everyone to write a favorite adjective on the left hand half of his sheet, and then fold that half so as to conceal the word. Slips are passed to the right. This time a noun is added (the first thing that pops into each mind.) Slips are refolded and passed on again. This time they are to be read. The leader stands in front and pointing to first one and then another asks, "And now what do you wish Santa to bring you?" (This will be funnier if Santa himself asks the questions.) Each in turn says, "Please, sir, I'd like to have" and reads from his paper. You don't have to be told that the results are exceedingly funny. Requests may be for anything from a lop-eared kangaroo, to a sob sister lollypop.

HOW SANTA TRAVELED

Did you ever teach a roomful of people to imitate the sound of a galloping horse? Try it. They'll be delighted. The method is this. While stated, clapp your hands and allow them to slide apart and fall down with resounding whacks on your knees. Hands should be so timed that they will reach the respective knees a fraction of a second apart. Clap hands again, and allow to fall to knees. Practice until everybody has acquired the rhythm. This will be your favorite How in "HOW SANTA TRAVELED."

Someone with a gift of gab tells the story of Santa's journey on Christmas eve; how he leaves Santa Claus land, how his reindeers, prancing all the while, **gallop** over the frozen snow, how he **clucks** to his steeds, how he **draws the reins tighter**; how he approaches a home and **looks upward** for the chimney; how he goes down it with a **whew-e-e-e-ee**, lands at the bottom with a **bang**; **peers** around to look for little ones who might be peeping; and rides away again to the accompaniment of **galloping** reindeer. Lead him through several adventures and take him to several

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houses. As you mention each of the under-scored actions all the guests are supposed to act them out. Galloping has already been described. Clucking is done with the tongue, reins are drawn tight by bent elbows; necks are craned upward as Santa "looks upward," an enthusiastic shouted whee-e-e-e-e accompanied him down the chimney, the bang when he lands is described with palms popped against one another, peering about is helped along by a hand raised to a brow. All these instructions are given guests before the game begins. Forfeits are paid by those who forget to act out the tale. Anyone may be a "Santa Police" and catch a neighbor who must pay a forfeit. These are added to Santa's pack.

Just before serving time Santa's pack is brought out and forfeits held up. Yes, they are gifts from Santa. But he is in a playful mood and demands some stunt before he will relinquish any forfeit. Here is a chance for some clever demands on the point of Santa.

If your guests are likely to check up on their location at the end of the "trip," you might stage a journey back (Going to Jerusalem just as before.) However, maybe they'd like to be left in Santa Claus Land.

Use your own judgment about refreshments. Your Christmas larder will govern largely. But don't forget that you can buy tiny tin candlesticks just large enough to hold those tiny cake-candles. A lighted candle on each plate looks ever so festive and Christmas like.

FOR THE CHRISTMAS LUNCHEON

Mary Morgan

Decorations mean, oh, so much at Christmas time. The conventional festoons and wreaths of holly and cedar, interspersed with sprays of mistletoe have been tried by time and proved always effective. But somehow tiny wreaths and festoons for the luncheon table do not appear to as great advantage as one might hope. Perhaps it might be better to try something a bit different. Like a jaded appetite, which appreciates new foods, an eye surfeited by the usual in Christmas ornamentation will sparkle with appreciation at new adaptations of old color schemes.

The poinsetta is the Christmas flower. But it has been done to death—in hot houses, sun rooms and even on Christmas cards. Another red flower would prove a relief on the

Christmas table. Lovely things can be accomplished with carnations. The idea will work equally well in hotel banquet hall, in school cafeteria, church basement, or home dining room.

For the long, narrow banquet board, a couple of dozen carnations, quantities of fern, and a flat wire basket will be all that is necessary. The basket—perhaps a letter basket borrowed from an office desk—is inverted. Into it go the carnations and the fern. The method is the same as when arranging flowers in a "frog."

Stems of flowers and fern should be left as long as possible. The more gracefully they droop, the more effective the centerpiece. The spray of blossoms builds up to a spray at its center. But even the peak should be low enough to leave the face of the seated toastmaster unshadowed. Nothing can prove more annoying to one who presides than having to peer through flowers at the audience. Guests not at the speakers table should have the privilege of seeing their leader's face.

For the smaller tables, if the affair is to

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be a large one, lighted tapers may form the only decoration. Candle sticks should be, as nearly as possible, uniform. Brass is lovely at any season. Those squat little glass holder are never unpleasing. Tapers should be lighted just before guests move into the dining room.

With all the lovely Christmas ideas for song, story, legend, and drama, the luncheon program will arrange itself according to the available talent. But since Christmas is the time for carols, it is an ideal time for group singing. Mimeographed copies of the songs to be sung in unison will leave no one in a position to say "But I don't know the words."

SANTA'S TOY SHOP

Emma K. Miller

Let's invite the school to Santa's Toy Shop, a party that will depend, as all good parties should on the imagination of the students in charge.

Some such jingle on the invitations will do much to initiate the Christmas spirit—
To Santa's Toy Shop won't you come

To enter in a lot of fun,
With Tinker Toys and teddy bear,
And jumping jacks and dollies there?
Dressed as a doll, please come at eight;
Bring a ten cent toy and don't be late.

Decorate your gym or assembly hall so that it is in imitation of Santa's Toy Shop—artificial snow at the windows—reindeers painted on a drop curtain just outside the door. Inside the room, red and green should be the predominating colors with small Christmas trees trimmed and lighted. Bring in tools from the manual training department and borrow children's toys which may be arranged here and there to represent Santa's finished work. Mrs. Santa Claus should be dressed like Santa except that she will wear a red skirt instead of breeches. Mr. and Mrs. Santa will be host and hostess directing the floor show and introducing new guests. As the guests arrive have them put their gifts in a barrel trimmed with red paper so that later in the evening they can be redistributed.

PARADE OF THE DOLLS

The dolls form in line and march to music past Mr. and Mrs. Santa Claus who will act

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as judges. Santa will award a prize to the funniest, the prettiest and the most original doll make-up of the marchers.

FLOOR SHOW

If a floor show has been arranged in advance some such program might follow:

1. The Jigging Doll—a girl dressed in Irish costume who will dance a jig.
2. The Talking Doll—The recitation of a poem in keeping with the Christmas spirit as "Twas the Night Before Christmas."
3. The Indian Doll—a girl in Indian dress will sing, "The Indian Love Call."
4. The Quintuplets in 1940—Black haired girls with the names of the Quints sewn on their dresses who will present a chorus and dance.
5. Little Black Doll—Negro folk songs.

With the school orchestra playing, the "dolls" may have the remainder of the evening until refreshment hour for dancing. One of the features might be the "March of the Wooden Dolls."

Refreshment Time—

This can be a period of story telling during which the following may be served: Candy canes, Christmas cookies, colored punch and animal crackers. Shake up the barrel of gifts and let each guest draw from the barrel. (If the admission charge warrants the purchase of Christmas favors, the guests would not need to bring a gift and if the party is small enough the favors might have a written verse attached suitable to the person for whom it is intended.)

A NEW YEAR PARTY

Ella Moss.

Invitations should go out a few days before the party. The day after Christmas would be a good time to mail them. They may be printed on the back of New Year greeting cards. Again, hour glasses can be easily constructed from tinted art paper. In

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the latter case, the invitations may be broken into two verses, one appearing on the upper and one on the lower half of the glass.

Here is the invitation:

It isn't much I'm (we're) asking
Just the rest of all this year.
So pray, won't you be joining
In an evening of good cheer?
You may not be fond of promptness
But then, at any rate,
Please make a resolution
That you simply won't be late?

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Time

Place

Host or Hostess

Father Time will greet the guests. As he shakes hands he presses a slip of paper into each palm. The slips contain fortunes for the guests. Later these fortunes are to be read aloud, so one or two persons should be prompted beforehand not to allow guests to throw away their fortunes.

Suggestions for fortunes to be typed on narrow slips of paper:

Watch your step, this year will show
The way your fate is going to go.

Resolve to do big things this year;
The stars say, "Luck and best of cheer."

Never mind what people say,
The months ahead are very gay.

Throw away that frown of gloom;
It's a year and a day 'til you meet your doom.

Before the end of another year,
You'll meet someone, oh very dear.

Within the year you'll take a trip
And ride first-class upon a ship.

Better keep a horseshoe near;
You'll need it every day this year.

This year means money, lots of it,
If you show just a little grit.

Throughout the year your fate is led
By one whose hair is flaming red.

March and May and August, too,
Will be lucky months for you.

All through the months that end in R
You'll likely travel near and far.

Three and nine and seven, too,
Are lucky all this year for you.

A bit of luck will grace each day
Of February, March, and May.

Never whisper secrets to
A blond, the whole of the year through.

The year's unlucky, have a care,
Lest you have a loss you can't repair.

Guests will naturally weave about among themselves, comparing fortunes. They can safely be left to their own devices for ten minutes or so while guests are arriving. When nearly all the guests are present, ask them to sit and one by one read their fortunes. Any one clever at rhyming can easily prepare a few fortunes which will be a friendly dig at a member or members of the group. Failing that, a clever unrhymed fortune aimed at

somebody present might be good for a laugh. **WHAT I HOPE THE NEW YEAR WILL BRING**

This game should be played exactly like gossip. The group sits in a circle. A member whispers a fairly lengthy tale of what she wishes the New Year to bring to her next-door-neighbor. She speaks distinctly and articulates carefully. But she must speak very, very rapidly. Without taking much time to think it over the neighbor turns and repeats what she thought she heard to the person sitting next to her. By the time the wish has traveled about the circle, the original wisher wouldn't recognize her own wish. It is announced to the entire group. Then the individual who first made the wish repeats it in its original form. After the general laugh which is bound to follow, the game is repeated several times.

NEW YEAR RESOLUTIONS

The leader announces that everybody should make New Year resolutions. If the guests present haven't made any, then they should get busy and think some up. Three minutes should be given the process. In turn each guest is asked to act out his resolution

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in pantomime. A prize should go to the person with the cleverest resolution. Another goes to the person who guesses the greatest number of resolutions correctly.

WHAT THE MONTHS BRING

Guests are divided into 12 groups. One month is assigned to each group. The members of each group are to decide what thing is most characteristic of their month. A stunt or charade representing this characteristic thing is required of each group. A prize may be offered for the outstanding month.

Almost everybody is likely to be a bit fed up (literally) on rich foods. The refreshments, to be really welcome, should be simple. If guests are expected to remain late by all means serve them coffee. But if at the stroke of twelve the party is expected to be over, give them their choice of coffee or chocolate.

Sandwiches may be cut round and decorated to represent a clock face. No need to cut numbers. Tiny dabs of olive or pimento, twelve of them, spaced about the rim of the "clock" will serve nicely. Bits of pickle make fetching clock hands. Open faced sandwiches of cheese paste would be especially effective prepared as clocks.

Hour glass sandwiches are attractive. If a cutter cannot be found, it can be made with very little effort. A narrow circle of tin about four inches in diameter is the beginning. Pinched at the center so that it becomes "wasp waisted" it is for all the world like an hour glass.

Cookies may be similarly constructed. In the case of clock cookies, raisins mark the hours. Bits of candied fruit, slivers of ginger or cloves may be used for clock hands.

A drink, several sandwiches and a pickle or olive will prove more welcome than elaborate refreshments.

ELIGIBILITY OF ATHLETES

Not the least of the problems confronting the school administrator and coach in connection with interscholastic athletics is the one concerning the eligibility of athletes. The rule that an athlete must be doing passing work in a certain number of subjects in order to be eligible to represent his school in interscholastic competition is quite generally applied, but not so generally observed. Sympathetic principals, teachers and judicious coaches who know their way around the weaknesses of key teachers, can, with the stroke of a pen, convert a star athlete from

a classroom lummo into a student of good academic standing, and do so with the conviction that they have done athlete, school and community a noble service. Perhaps they have.

Unfortunately, the way it is commonly done breeds a kind of deception which is ordinarily not considered a fine trait of character. The dumb athlete who finds his report card studded with passing grades is not so dumb he does not know that these grades are the price his school is willing to pay for his athletic services. Yet many of these dumb athletes would be no brighter in their classroom work even though denied the privilege of playing on their school teams. Perhaps the playing field is the only place you can educate these fellows. As incomplete as such education is, it is possible that it is better education than they would get if they were required to look outside the school for the means of spending their athletic talents. The trouble with the athletic eligibility system in most schools is that it does not have the flexibility to allow for such individual treatment. Like all parts of our educational machine, this one is geared to handle the so-called normal student.—*Scholastic Coach.*

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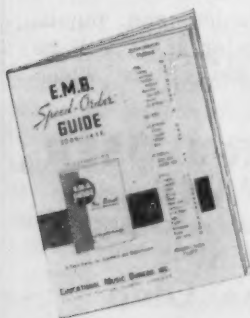
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School Activities Book Shelf

CHARACTER EDUCATION, by Harry C. McKown. Published by McGraw-Hill Book Company, 1935. 472 pages.

This book is timely, excellent, and complete. The style is vigorous and compelling. Its theory is clear, logical, and convincing, but it stresses practice rather than theory. It is a book that will be of immediate assistance to the school administrator, secular or religious teacher, parents, or other individuals interested in the development of character in young people. It offers a background of educational, psychological, and sociological principles, describes and evaluates materials, methods, and opportunities as found in the home, school, and other community institutions, and is unusually practical and definite in its suggestions for applying these tools. With his characteristic style and approach, the author has given us a book that fascinates the reader and directs him through the task of building character as character is needed in our present social setting. There is a place for this book on the reading table of every man or woman who has the responsibility of either teacher or parent.

BASIC STUDENT ACTIVITIES, by Joseph Roemer, Charles Forrest Allen, and Dorothy Atwood Yarnell. Published by Silver, Burdett and Company, 1935. 367 pages.

Ten years ago hardly a single book in extra-curricular activities, and now more than fifty—some good, some mediocre, and some of practically no value whatever. The most recent contribution to this field comes from experienced teachers and administrators, two of whom are widely known for previous publications, one of which, "Readings in Extra-Curricular Activities," can easily be classed as one of the four best general books in this phase of education.

This newest book discusses the importance, place, organization, administration, and programming of what the authors call "the basic activities,"—home room, clubs, and assemblies. One chapter is devoted to a presentation of "The Foundations of an Activities Program," four to the home room, and two long chapters each to clubs and assemblies. It is the theory of these authors that the success or failure in these three activi-

ties largely determines the success or failure of the entire program of extra-curricular activities.

From their long and varied experiences the authors have in the interest of immediately and directly assisting those responsible (and, as they point out, nearly all teachers have responsibilities in one or more of these activities) emphasized appropriate materials for ready and convenient use, and indicated procedures that may be followed with reasonable assurance of success. Some foundation theory is included, but the main emphasis is upon problems and practical suggestions as to how they may best be met.

More extended (perhaps not better) treatments of these three activities are to be found published separately by other authors. However, the teacher or administrator who desires a shorter and more recent discussion of all three of them in one handy volume will find "Basic Student Activities," admirably suited to his need.

A CHALLENGE TO SECONDARY EDUCATION, edited by Samuel Everett. Published by D. Appleton-Century, 1935. 353 pages.

Here are twelve plans for vitalizing education in our secondary schools by twelve members of the Commission on Secondary Education of the Society for Curriculum Study. These educators represent many different sections of the country. Each plan presents a curriculum for the junior and senior high school and includes a statement of the social and education theory upon which the plan is based the broad problem of method for the proposed curriculum; suggestions for administration; and an indication of the types of elementary and higher education which the author advocates to precede and follow his program. This is a book that will interest all who are concerned with the changes that are taking place in American public education.

LEADERSHIP IN A CHANGING WORLD, edited by M. David Hoffman and Ruth Wanger. Published by Harper and Brothers, 1935. 418 pages.

This book is a compilation of more than thirty extracts from the writings of leaders

in contemporary thought. Franklin Delano Roosevelt, Walter Lippmann, Stuart Chase, Norman Thomas, Woodrow Wilson, Ramsay MacDonald, Benito Mussolini, Gandhi, Mustafa Kemal, John Dewey, Bertrand Russell, Sinclair Lewis, James Truslow Adams, and Herbert Hoover are some of the men whose views are given in their own words. The bibliography of each writer is given, usually in from five hundred to fifteen hundred words. That bibliography is followed by what that person has had to say about some important phase of our present day social and economic situation. This book is interesting and enlightening. It will inspire its readers to think seriously and to contribute what they can to developments in our changing order.

SCENES FOR STUDENT ACTORS, VOLUME II, by Frances Cosgrove. Published by Samuel French, 1935. 146 pages.

This book is much like Volume I in that it is made up of selections from our contemporary theatre, including some that have not yet been made available to the amateur through publication. It differs from Volume I in that it includes more scenes that rely on pantomime and the scenes chosen are somewhat longer than those of the first volume. While perhaps too sophisticated for most school uses, these selections are suited to the high school age. They give wide variety of material for testing, developing, and exhibiting talent. Among the authors from whose works these selections are taken are Maxwell Anderson, Sinclair Lewis, and some twenty other well known contemporary writers. Most of the scenes are for one or two persons. This book should serve well the purpose for which it was compiled and edited.

The progressive school of today considers that habits of critical analysis, powers of evaluation, standards of conduct, and desirable attitudes are just as important as the accumulation of facts, knowledge, and skills.—Alexander J. Stoddard, President, Department of Superintendence, Providence, R. I.

What we do in the next few years for and with youth will determine in later years what they do with and to the institutions in which they find themselves.—John Dewey.

It is important to know people but it is more important to be worth knowing.—E. S. Martin.

Comedy Cues

The president of the local gas company was making a stirring address.

"Think of the good the gas company has done," he cried. "If I were permitted a pun, I should say, 'Honor the Light Brigade.'"

And a customer immediately shouted, "Oh, what a charge they made!"

Modern Grace

A young daughter of a radio announcer who was called upon to say grace at a family dinner bowed her head and said in loud, clear tones:

"This food comes to us through the courtesy of Almighty God."—*Texas Outlook*.

"It's going to be a real battle of wits, I tell you," said the sophomore member of the debating team.

"How brave of you," said his room mate, "to go unarmed."—*Texas Outlook*.

Knowledge Is Power

Teacher: "Name an island possession of the United States."

Willie: "Huh! Why, a—."

Teacher: "Correct. Now can you name a city in Alaska?"

Willie: "No'm."

Teacher: "Fine. For once you were prepared."—*Minnesota Journal of Education*.

Looking Backward

Mrs. Smith (showing baby portrait of herself in her mother's arms)—"This is how I looked twenty years ago."

Guest—"Wonderful! And who is the baby in your arms?"—*Journal of Education*.

Critical Condition

Jean, aged eight, was caught stealing sugar and sent to bed. Her father, a minister, was away, and returned later in the evening.

"Mamma, I want to see daddy."

There was no response from below.

"Mamma, please let daddy bring me a drink of water."

When this failed, a small girl in a white nightie stood at the head of the stairs and said, with dignity: "Mother, I am a very sick woman, and I must see the minister at once."

That brought daddy.—*Journal of Education*.